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THE INFLUENCE OF PARENT LANGUAGE USE ON THE DUAL LANGUAGE
DEVELOPMENT OF SIMULTANEOUS BILINGUALS

by

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A capstone submitted in partial fulfillment of the requirements for the degree of
Master of Arts in English as a Second Language

Hamline University

St. Paul, Minnesota

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To my own bilingual child who amazes me every day with her language abilities and who inspired me to do this research project.

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Special thanks to all the families who participated in my research, committee members for your help and support through this process, and of course my family for giving me the time to complete this project.

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CHAPTER ONE: INTRODUCTION

My own desire to learn Spanish as a second language drew me to my current teaching position. I have worked for eight years at a Spanish dual immersion school¹ in Minnesota teaching first grade. In order to learn Spanish, I have studied the language for many years. I started learning Spanish in high school and continued through college where I spent a summer studying abroad in Mexico. After graduating college I spent my first two years teaching at a school in Colombia where I taught fourth grade. The program at this school was a one-way immersion program where all students were native Spanish speakers and most grade level content was taught in English.

In my current teaching position, I teach all grade level content in Spanish. The population of the school is made up of 50% native Spanish speakers and 50% native English speakers. The goal of the program is that all students will be bilingual in Spanish and English by fifth grade. The desire of families who want their child to be bilingual and learn a second language at a young age has drawn them to this school as well.

¹ A dual immersion program, also known as two-way dual language programs, includes a mixture of native speakers of each language. There are different variations of models (Baker, 1995). In my school, classroom instruction is in both languages, beginning with more instruction in the minority language, Spanish (90%) in the early grades and each year adding more instruction in the majority language, English. By fifth grade, students have 50% of the classroom instruction in Spanish and 50% in English.

In the United States, one in four people speak a language other than English at home. Over the past 25 years in Minnesota, and in the United States as well, there has been an increase in the percentage of households with a language other than English spoken at home. The percentage has increased from 3.9% in 1980, 5.1% in 1990, 11.9% in 2000, and most recent data shows 14.6%. (U.S. Census Bureau, 2014). Data from the U.S. Census Bureau (2012) shows that in the United States, 4.3% of married couples and 8.2% of unmarried partners of households include one partner of Hispanic origin and one who is not of Hispanic origin. These families speak Spanish and a language other than Spanish at home. It also reports that in Minnesota, 10% of children ages 5-9 speak a language other than English, and of that group, 37% speak Spanish (U.S. Census Bureau, 2006). The number of children and families who speak more than one language has increased over the past years and continues to increase.

In this chapter, I will share my experiences with bilingualism and raising a bilingual child, which is what motivated me to research this topic. I will also touch on key terms and areas of research related to bilingualism, my role and background as the researcher, and the guiding questions of my research.

Through my years of teaching in a Spanish immersion program, I have been amazed at how second language learning occurs in young students in kindergarten and the ease with which they acquire Spanish without formal language instruction. Among these young language learners, there has been a certain type of student that has always fascinated me – simultaneous bilinguals, children from bilingual families, where one

parent is a native English speaker and the other a native Spanish speaker². From birth, these children have been learning two languages. What has most intrigued me is their levels of proficiency in both of their languages. Some, having native-like speech in both English and Spanish, achieve balanced bilingualism. The ease and seemingly effortless use of each language and ability to switch between languages makes me wish I had learned two languages in this way. However, from my own observations of past students raised as simultaneous bilinguals, not all of them achieve native-like speech in both languages to the same degree that others have. I have observed varying degrees of proficiency among students, from those who speak both languages with native-like proficiency to those who speak native-like English, and although they know more Spanish than their monolingual English peers in the Spanish immersion school, their Spanish language skills are significantly lower than their English language skills. Even for some, after completing two years in the immersion program, their Spanish skills are comparable to monolingual English peers who began learning Spanish in kindergarten. Among the varying degrees of proficiency in both languages, in my experience of teaching, I have never had a student raised as a simultaneous bilingual who spoke native-like Spanish and had lower English language skills. In other words, they have always learned English with native-like proficiency. From my observations of these students, I have wondered how they have been able to achieve native-like proficiency in two languages and how their parents used each language at home.

² A child raised as a simultaneous bilingual has acquired two different languages from birth or before the age of three (Baker, 2000). These can be any two languages, however, for this research, the two languages learned from birth are English and Spanish.

This topic has always been of interest to me because I am a native English speaker and my husband is a native Spanish speaker. I knew we would raise our children as simultaneous bilinguals, but I did not know the best method for achieving balanced bilingualism. I now have a 3-year-old daughter, and from observations of my past students and my own journey in raising her bilingually, I have realized that it takes a conscious effort to achieve balanced bilingualism. I am still not sure of the best way to achieve this goal and if there is one ‘best’ way. At this point, I am doing what fits best with my family. Due to the fact that I do not feel comfortable using Spanish with my child because it is not my native language, my husband and I decided to use the One Person-One Language strategy (Romaine, 1995). Between my husband and me, we have tried to use Spanish to speak to each other, although I have found it to be challenging to maintain consistency. With the amount of English my child was exposed to during the day, I believed that she would need more Spanish. At 2-years-old, she began attending a Spanish immersion daycare center. I still question whether I have provided her with enough exposure to Spanish so that she will become a balanced bilingual.

Through this research project, I want to learn what methods families have used to raise a child that speaks both languages equally well and if there is one method that seems to lend itself more to achieving balanced bilingualism. I would also like to learn how language proficiency levels compare for children raised in Spanish/English bilingual homes and whether or not there is a correlation to the amount of exposure and input³ in

³ In my research, I am using exposure to mean the language that is used in a child’s surrounding environment, but not necessarily language directed at the child. I am using input to mean the language directed at the child to engage in communication.

Spanish and the proficiency levels in each language. Finally, I would like to learn if Spanish should be used as much as possible for a child to achieve native-like speech since it is the minority language, the language that is not of the community, education, or mass media (Pearson, 2007), and if achieving balanced bilingualism is an obtainable goal.

Simultaneous Bilingualism

Simultaneous bilingualism is the acquisition of two or more languages from birth. Research has shown that a child learning two languages from birth can be considered to have two first languages (2L1), meaning that each of the child's languages is acquired in the same way that monolingual children acquire one language (Meisel, 2006). Because simultaneous bilingual children acquire two linguistic systems at the same rate as monolingual children acquire one, many studies show that there is an initial delay in the rate of oral language acquisition in both languages (Paradis, 2009). However, according to Baker (2000), most bilinguals will catch up to oral language levels of monolingual peers in at least one of their languages by age 4 or 5.

Balanced Bilingualism

A child growing up learning two languages can achieve varying levels of proficiency in each language. Individuals who achieve high proficiencies to an equal degree in both languages are referred to as balanced bilinguals (Butler & Hakuta, 2006). This term is more difficult to define than it may seem because there are different aspects of language used to determine proficiency. Proficiency can be defined by the four domains of language: listening, speaking, reading, and writing, or by the context of

language use – academic settings or social settings. In addition, the level of proficiency can change over time resulting in a change in the balance of each language (Butler & Hakuta, 2006). Other views support the position that balanced bilingualism is rare. Baker and Jones (1998) state that in the majority of bilinguals, one language is usually more dominant than the other. Language dominance is used to describe a situation where one of a child's languages is more advanced or developing faster than the other (Yip & Matthews, 2007). While it appears that achieving true balanced bilingualism may be difficult to attain, I will refer to the term balanced bilingualism as having age-appropriate oral competence in both languages (Baker, 2000).

Language Use of Bilingual Families

There is a wide range of multilingual settings for children learning two or more languages. There are many variables to determine who speaks what language to whom and when in these different settings (Fishman, 2007). Based on the different family language situations, Romaine (1995) created a descriptive name for each. According to Baker (1995), there are three main strategies used by parents in raising bilingual children: (1) the 'One Person-One Language' strategy where each parent speaks a different language to the child, (2) the 'Non-dominant Home Language' strategy, where the minority language is used as the home language and both parents speak the minority language with the child, or (3) the 'Mixed Language' strategy, where both parents use each of the languages with the child. For the last strategy, Baker (2000) recommends that a specified time during the week for each language be established since random switching between languages may confuse the child. Baker (1995) also states that to

provide a balanced level of exposure in each language is almost impossible. In order to balance the level of exposure of the majority language outside of the home, it may be necessary to provide more exposure in the minority language. No matter how, when, or with whom each language is used, it is important for families who have the goal of raising bilingual children to provide plenty of stimulating language experiences in both languages.

Role of the Researcher

Due to my interest in raising a Spanish-English bilingual child, I have met many other families with the same goal. Of the families that I know, including my own, there is at least one using each of the three main strategies as stated above: One Person-One Language, Non-dominant Home Language, Mixed Language. Each of these families has two parents living in the household. One of the parents is a native-English speaker, the other a native-Spanish speaker. In some families the father is the native-Spanish speaker and in others, the mother is the native-Spanish speaker. Using these families, I will conduct an interview with both parents to learn how they use each language with their child. In addition to the parent interview, I will conduct a vocabulary assessment in both English and Spanish with the child to measure his or her receptive and expressive vocabulary levels in each language. All of the children participating in the research are between the ages of 2 years and 10 months to 3 years and 9 months. Each child participating is the oldest sibling in his/her family, with two of the participants being fraternal twins. Due to the age of the children, I decided to measure their vocabulary levels because at a young age, it is difficult to measure other language skills such as

syntax, morphology, or phonology. Using information from parents and the results of the vocabulary assessment, I will see if there is any correlation between the levels of exposure in Spanish and English and vocabulary levels in both languages. Because my own family is the only one I know who uses the One Person-One Language strategy, I have included my family in the study.

Background of the Researcher

This research is important to me because as a parent of a bilingual child, I have read about different parenting strategies for bilingual families. In my own circle of bilingual family friends, strategies other families use and how well their child is learning both Spanish and English is a frequent topic of conversation. It is a common concern among these families that their child is not learning enough Spanish, and English will take over as the dominant language. Other parents of bilingual families may find this research useful to help them decide how to raise their child with the goal of achieving balanced bilingualism. This research may also be beneficial for parents of future students in my class who are simultaneous bilinguals and may help these parents in making conscious choices to support their child in achieving this goal.

With my own experience of raising a child to be bilingual, I assume that I will have some preconceived ideas about what I believe to be the best methods for parents to use. I also assume that a child's language development is influenced primarily by the parents. In addition, due to my experience as a teacher, and having simultaneous bilinguals in my classroom, I assume that it is unlikely that the minority language will be the dominant language.

Guiding Questions

The goal of this research is to answer the questions:

- 1) How do bilingual families use each language to help their children become bilingual?
- 2) How have the differences in how parents use each language with their child influenced their child's level of balanced bilingualism?

Summary

This study will evaluate the language use of Spanish and English in bilingual families with the goal of raising a balanced bilingual child. The data will be analyzed to identify a possible correlation between language use of the parents and other exposure to the language and vocabulary levels of the child in both languages. This research will help provide parents of bilingual families with information as to what they might do to support their child's language development differently in Spanish and English.

Chapter Overviews

In Chapter One, I introduce my research by establishing the purpose, the significance, and the need for the study. The context of the study was described as was the role, background, and biases of the researcher. In Chapter Two, I provide a review of the literature relevant to simultaneous bilingualism, balanced bilingualism, and language use in bilingual families. In Chapter Three, I include a description of the research design and methodology guiding this study. Chapter Four presents results of the study. Finally, in Chapter Five, I reflect on the data collected as well as limitations of the study, implications for further research, and recommendations.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to explore how language input patterns contribute to balanced levels of vocabulary in English and Spanish among 2 and 3-year-old simultaneous bilinguals. One component of this study will look at how parents and other caregivers use each language with their child and how much total exposure in each language it results in. The other component will assess each child's receptive and expressive vocabulary levels in English and Spanish. By comparing these two components together, I will look for a possible correlation between language exposure and to what extent their vocabulary levels in Spanish and English are comparable.

This chapter includes an overview of research related to simultaneous bilingualism. It begins with a discussion on language use among bilingual families, specific to families where each parent speaks a different native language, followed by issues related to the exposure of each language. Presented next is the topic of balanced bilingualism and whether it is an achievable goal. Then the research on language development of simultaneous bilinguals is discussed. Finally, the need for research in the area of simultaneous bilingualism is presented. Although my research focuses on English and Spanish, it is relevant to the research to investigate other languages because it examines the process or result of learning two languages simultaneously.

Family Language Use

Among bilingual families, there is a wide variation of language situations.

Language use varies depending on what languages the parents know, how they use it with each other and with children, how children use language with parents and among siblings, how language is used with extended family, and in the community (Baker, 2000). Parents who have a goal of raising bilingual children need to decide from early on, even before birth, on how to use each language with their child (Baker, 1995).

There are different categories bilingual families are grouped into. Based on the five main types of bilingual families as described by Harding and Riley (1986), Romaine (1995) created a descriptive name for each one and in addition, added a sixth category. Because this research focuses on families who have one parent that is a native English speaker and the other a native Spanish speaker, of the six types of bilingual families, the following three categories include parents in this language situation:

1. 'One Person-One Language' strategy, in which each parent uses his/her native language with the child, one language being the majority language of the community.
2. 'Non-dominant Home Language', in which both parents speak a different native language, one of which speaks the dominant language of the community, but both use the minority language with the child.
3. 'Mixed Languages', in which both parents are bilingual and speak both languages with the child. (Romaine, 1995; Baker, 2000)

The effectiveness of each of these three strategies will be discussed further through a review of the research.

There are differing views on which strategy is most effective for raising bilingual children. Within each of the strategies, the level of exposure of each language may vary across different family situations as well as change over time (Pearson, Fernández, Lewedeg, & Oller, 1997; Romaine, 1995). In relation to which parents speak which language, findings of De Houwer (2007) show that parent's gender shows no evidence of a determining factor of the outcome of the child's language use. Despite the common misperception that it will be more likely for children to learn the mother's language than the father's, research by De Houwer (2007) concurs with previous findings.

A common recommendation for bilingual families is to adopt the One Person-One Language strategy (De Houwer, 2007). This may be necessary for families where only one parent speaks the minority language. Proponents of this strategy say that this it helps the child keep the two languages separate and allows for easy recognition of which language to use with each parent (Baker, 1995). Sirén (1995) conducted a study of families living in Sweden where at least one parent spoke a language other than Swedish. Through questionnaires and interviews, she found that there was a higher transmission rate of the minority language when one parent only spoke the minority language.

Whether the mother or father spoke the minority language, the transmission rate was 96% and 94%, respectively. When the parent who spoke the minority language mixed languages, using both Swedish and the minority language, there was a significantly lower transmission rate. When it was the mother who was the minority language speaker the

transmission rate was 51% and 42% when it was the father. Others believe that families need to do more beyond the One Person-One Language strategy. MacLeod, Fabiano-Smith, Boegner-Pagé, and Fontolliet (2012) found that the One Person-One Language approach does not support the development of both languages. Dividing the time at home between two languages can result in a significantly lower proportion of exposure to the minority language, especially if the child is outside of the home in school or daycare for the majority of the day, with exposure to the majority language. Suggestions of other things parents using this strategy can do to support their child's language development in the minority language include increasing exposure time of minority language and providing more explicit language instruction, such as correction or explaining a grammatical feature (Pearson et al., 1997). Pearson (2007) also suggests the importance of literature and mass media in the minority language as contributors to greater proficiency and retention of the language.

For families in which one parent speaks the minority language and the other speaks both the majority and minority, as well as for families where both parents speak both languages, the Non-dominant Home Language strategy can be used. In this strategy, both parents will use the non-dominant language at home and the child will learn the dominant language outside the home. De Houwer (2007) found that when both parents used the minority language at home, there was a higher rate of success of a child using the minority language. Others agree that more use of the minority language is an effective strategy for achieving balanced bilingualism (Juan-Garau & Pérez-Vidal, 2001; MacLeod, et al., 2012). Parents may worry that their child will not learn the majority

language. However, Pearson (2007) and De Houwer (2007) concluded that children will always learn the majority language, even if their parents do not speak it. It is the minority language that is at risk; therefore, it is important for parents to provide ample input in the minority language.

The final strategy commonly used by bilingual families is the Mixed Language strategy. For those families who choose to use this strategy, both parents should have a fairly high level of language competency in each language. However, a major drawback to this strategy could be the child's confusion as to which language to use with other speakers and when to use each language. Many children learning two languages will code-switch, or switch between languages within the same utterance (Baker, 1995). However, frequent and arbitrary switching between languages can give the child a model of code-switching and as a result, the child may code-switch more frequently in their own speech (Comeau, Genesee, & Lapaquette, 2003). Baker and Jones (1998) state that code-switching is a learned behavior. In families where code-switching is frequently modeled and accepted, children are more likely to code-switch in their own speech. Children in families who maintain language separation will be less likely to code-switch. Baker (1995) suggests that rather than randomly switching between languages, parents should set parameters to compartmentalize language use. For example, alternating days for using each language. However, using the language in this way may seem unnatural and artificial.

Within each of these three strategies of language use, families may differ in how each language is used. Also within each of the strategies the degree of balanced

bilingualism can vary. There appear to be some strategies that have a higher likelihood resulting in bilingualism. Research by De Houwer (2007) finds a 75% success rate of raising children to speak two languages by taking an average of all different language input strategies combined. Success greatly depends on the language input patterns of parents. Those strategies where neither parent spoke the majority language, or only one parent spoke the majority language with the child had a greater success rate. By using any of these strategies, it is possible to achieve the outcome of bilingualism. However, there should be a plan of action as to how to support each language in the family (Baker, 1995).

Exposure and Input in the Minority Language

Pearson (2007) discusses five main factors that influence the likelihood that a child will become bilingual. The most important factor is the quantity of input. Bonnesen (2009) used data collected to look at two children living in Germany and learning German and French from birth. He analyzed their errors in speech from about age 2 to 5 to determine if their “weaker” language, French, developed as a first language (L1) or a second language (L2). While his conclusions state that the children’s French developed as an L1, he found that a reduced input in one language resulted in it being the weaker language. The more the child interacts with speakers of a language, the more they will learn and understand. As a result, this will increase their proficiency. If children do not have enough input, then they will not use the language (Pearson et al. 1997). Another important factor related to input is the quality of language. Ervin-Tripp (1971) states that children need to be engaged and interacting with speakers of the language in order to

learn the language (as cited in Pearson et al., 1997). De Houwer (2007) conducted a questionnaire of almost 2,000 bilingual families of children between the ages of 6 and 10. It was conducted in the Dutch-speaking region of Belgium and asked about the languages spoken by each family member at home. Results from the questionnaire found that input in the minority language does not necessarily lead to children's active use of the minority language, especially in family situations where both parents speak both languages with the child.

Because simultaneous bilingual children are learning two languages, their exposure of each language is lower compared to a child learning just one language. This difference results in an uneven distribution of language skills (Bialystok, Luk, Peets, & Yang, 2010). MacLeod et al. (2012) found that the receptive vocabulary of nine simultaneous German-French speaking children between the ages of 2 and 5 living in Quebec had equal receptive vocabulary levels compared to monolingual children in French, the majority language. However, they had lower receptive vocabulary levels compared to monolinguals in German. Even with having early and consistent exposure in each language, the majority language was shown to be stronger at an early age. The amount of exposure of all but one of the participants was at least 71% in French, the majority language. The results of this study suggest that there is a necessary percentage of exposure in each language for achieving balanced bilingualism.

In research conducted by Thordardottir (2011), she found that when exposure rates of both languages were balanced between 40%-60%, there was a similar level of receptive vocabulary performance in both languages comparable to monolingual children.

If the balance of language exposure was above or below the 40%-60% range, then there was a higher performance in the language with more exposure. By comparison, she found that for expressive vocabulary, an exposure rate higher than 60% was needed to achieve performance comparable to monolingual children.

In another study, Pearson et al. (1997) examined the bilingual language development of twenty-five simultaneous English and Spanish bilingual children between the ages of 8 to 30 months. She compared a vocabulary inventory completed by parents to the percentage of exposure in each language estimated by parents. Results of the comparison found that there is a correlation between the quantity of input in the minority language and the vocabulary level of children at 2-years-old. Therefore, the greater the exposure in the minority language, the higher the vocabulary in that language was found to be. Although, those children who received less than 20% exposure in one language were less likely to interact in that language.

Other studies have examined the receptive-expressive gap. Based on receptive vocabulary levels of typical developing monolingual children, an expressive vocabulary level can be predicted. This has found to not necessarily be true for typical developing bilingual children. In the case of bilingual children, their expressive language performance is lower than would be predicted based on their receptive language performance, which is described as the receptive-expressive gap. Children generally show a larger receptive-expressive gap in the language with less exposure (Gibson, Peña, & Bedore, 2012).

Research suggests that in some domains of language there is not a direct relationship to the proportion of exposure of each language and the level of proficiency in each language. Beyond a certain amount of input, learning of a linguistic pattern of the language will not increase. Gathercole (2002) found that once generalizations, or a “critical mass of data” are reached in one of the child’s languages, further exposure does not matter. For example, once a child acquires the correct usage of adjective-noun word order in English, further exposure will not increase learning in this area. The generalization of the adjective-noun word order can be applied in multiple language situations. However, with vocabulary, each word must be learned one by one and in the case of bilinguals, two words for each lexical item must be learned. Because there is no general application for vocabulary acquisition as there is in grammatical rules, this results in the dependency of vocabulary on input (Oller, Pearson, & Cabo-Lewis, 2007). Therefore, there is a correlation between the amount of exposure and vocabulary learning (Pearson et al., 1997).

Language Development

Typically, children begin to utter their first words around the age of 1. During their second year, they begin to use two-word phrases, and then advance to three and four-word phrases. By the age of 3, they are able to use more longer and complex sentences, although still with frequent errors of syntax and morphology. By the age of 4 and 5, children have a well-developed use of language (Baker & Jones, 1998). According to Baker and Jones (1998) and Volterra and Taeschner (2007), simultaneous bilinguals will follow a similar pattern of monolinguals. Because they are developing two

languages, there are some differences. In the one-word stage, they will have labels for a lexical item in only one language, or no translation equivalents, but still use words from both languages. Eventually they begin to separate their two languages using translation equivalents in both languages. Once they begin using two-and three-word phrases, they may use a combination of the grammatical rules of both languages. By about the age of 3, children are aware they are learning two languages and are able to separate them. In the language development of simultaneous bilinguals, there is commonly a stage of code-switching. Although they may appear to be confusing their two languages, reasons children code-switch are practical and purposeful. When speaking in one language, they may insert a word from the other if they only know the word in one of their languages. They may also code-switch when a word is easier to say or an idea is easier to express in one language.

One of the common debates of simultaneous bilinguals is whether they are acquiring two languages from birth as two first languages (2L1s) or acquiring one language as a first language (L1) and the other as a second language (L2). Most of the research supports the idea that children acquire their two languages as L1s (Bonnesen, 2009; Kupisch, et al. 2013; Meisel, 2007). While others believe that the weaker language is the result of incomplete acquisition and develops in a way comparable to an L2 (Hulk & Cornips, 2006; Schlyter, 1993; Schlyter 1994). In the previously mentioned study conducted by Bonnesen (2009), he found that children learning two languages from birth, who were not shown to be balanced bilinguals, proceeded through the same developmental phases as monolinguals in both of their languages. Even though one

language was delayed, it still developed in the same way that language develops in monolinguals, and did not show signs of developing as an L2. His conclusions show that the weaker and stronger languages both develop as L1s.

While in some areas, it may appear that the language development of simultaneous bilinguals is behind that of monolingual peers, it may be due to the fact that their language skills are divided across two languages. Bialystok, et al. (2010) found that bilingual children have lower vocabulary levels in each of their languages compared to monolinguals. However, comparing vocabulary levels by adding them together, bilingual children show a comparable total across both languages, or even greater than monolinguals. Pearson et al. (1997) found that bilingual children may have smaller expressive vocabulary levels in their languages when compared to monolingual children but they have comparable levels of receptive vocabulary. Gathercole (2002) found that bilingual children acquire grammatical constructions of language in the same way as monolinguals, but at a slower rate. While they may appear to be at a disadvantage, they generally catch up to monolingual peers by fifth grade. This also supports the theory that the two languages develop separately because each is acquired in the same way that monolinguals acquire their language.

Balanced Bilingualism

Baker (2000) defines balanced bilingualism as having similar proficiency levels in both languages like that of a native-speaker who is of the same age. It is a common belief that balanced bilingualism is impossible to achieve and that greater exposure in one of the languages will cause it to be the dominant one. (Baker & Jones, 1998; Hoffman, 1991;

Meisel 2007; Bonnesen, 2009). Determining the weak or non-dominant language is based on one of these three factors: the language that is used less, a strong preference for one of the languages, and lower language skills in a language (Meisel, 2007). Baker (2000) concurs with the idea of language dominance for the majority of bilinguals. However, language dominance is not static; it can change over time depending on changes in the family or community. Looking at another explanation, Hoffman (1991) makes the point that it is unlikely for a speaker to be truly balanced in both languages because the needs and uses of each language are different even though they may be highly proficient in both languages.

Even though parents have the intention of raising children bilingually, many children never use their weaker language productively (Juan-Garau & Pérez-Vidal, 2001). According to Hoffman (1991), one of the factors in affecting language choice is the degree of proficiency. A speaker is likely to choose the language they are more confident in because it is easier for him/her. This is more likely to occur with less balanced bilinguals and may add to the unbalance of bilinguals with less use of the weaker language. Juan-Garau and Pérez-Vidal (2001) believe that achieving balanced bilingualism is difficult with the One Person-One Language approach. This approach generally has few speakers of the minority language beyond the family, which in turn provides less input in the minority language to the child. Often, as the child grows and begins speaking more, the developmental gap between the two languages grows. Due to this gap, parents may begin to change how they use each language with their child. In some families, parents may gradually use the stronger language of the child and cease to

use the weaker language with the result of the child losing their knowledge of the weaker language. In contrast, some families may begin to use the minority language more with the determination of improving their child's weaker language skills. The commitment to using the minority language by parents in the home has a great impact in a child's ability to become bilingual (De Houwer, 2007).

In a multitude of studies conducted with simultaneous bilinguals, the majority language was shown to be the stronger language and the minority language the weaker language (Kupisch et al., 2013; MacLeod et al. 2012; Ribot & Hoff, 2014). In relation to code-switching, Ribot and Hoff (2014) found that among 2-and-a-half-year-old simultaneous bilinguals, those who had stronger English skills were more likely to code-switch to English when addressed in Spanish and the opposite to be true for those who had strong Spanish skills were more likely to code-switch to Spanish when addressed in English. Two other categories of children, those who code-switched in both languages and those who never code-switched, were found to have nearly balanced English and Spanish skills. Overall, they found that when addressed in Spanish, children more often code-switched to English than they did when addressed in English and code-switched to Spanish concluding that children prefer to speak the majority language over the minority language and reflects that children have greater expressive skills in English for all groups except those who code-switched to Spanish.

A study by Kupisch et al. (2013) looked at adult simultaneous bilinguals of French and German, some living in Germany and others living in France. Results show that while highly proficient in both languages, the speakers' stronger language was the

majority language of the country where they grew up. While both groups were found to have acquired both of their languages as 2L1s, those who grew up in France had more native-like speech in French than those who grew up in Germany. The opposite was true for those growing up in Germany who had more native-like speech in German than those who grew up in France. One interesting note to this study is that in all the language aspects studied, the two that were shown to be a risk for simultaneous bilinguals were their level of lexicon and the pronunciation, as they were taken to be foreign speakers of the language on occasion. However, there was variation of the listener judging the accentedness of speech, thus no speaker was consistently considered to be foreign. With regard to the lexical levels, this cannot be considered as evidence for incomplete acquisition in bilinguals because acquisition of the lexicon is a process that continues over a lifespan and there is a variation of lexicon levels among monolinguals.

The Gap

As this chapter indicates, there are multiple studies related to language acquisition of simultaneous bilinguals. There are some studies that are similar to my proposed topic related to vocabulary development and language exposure, one of those being a study by Pearson et al. (1997). In this study, a vocabulary inventory was used in Spanish and English, which was completed by parents as well as a language questionnaire. The information gathered from each technique was compared to look for correlations. While this is very similar to what I would like to investigate, it does not give much detail or description about the language input of parents or information of language strategies used by parents. Also, the method of obtaining vocabulary levels was based on parent recall of

their child's language. I would like to gather data of vocabulary levels directly from the child. I think the exposure levels as it relates to how parents use each of the languages with their child is something that is lacking in the research of simultaneous bilinguals, as well as the factors of motivation of parents to raise their child to achieve balanced bilingualism.

Research Questions

This study's aim is to investigate how parents of bilingual families have decided to use each of their languages and how that results in the amount of exposure a child has in each language. In addition, it aims to measure how balanced each child's languages are in the area of vocabulary development. Both of these measures will be compared with the hope of finding some sort of correlation to the language exposure and the degree of balance of vocabulary levels. The questions that I seek to answer through this research are:

- 1) How do bilingual families use each language to help their children become bilingual?
- 2) How have the differences in how parents use each language with their child influenced their child's level of balanced bilingualism?

With the results of the study, I hope to be able to provide insight to parents of bilingual families on how to support the development of both languages of their child in order to achieve balanced bilingualism.

Summary

In this chapter, an overview of the literature related to family language use, language exposure, language development, and balanced bilingualism was presented. Next, the need for research in the area of simultaneous bilingualism, specifically on how parents use each language and how that results in amount of exposure and language development of the child was presented. Finally the research questions were stated. The following chapter will present the methodology of the study.

CHAPTER THREE: METHODOLOGY

The main goal of the present study was to explore a relationship between the receptive and expressive vocabulary levels in 2 and 3-year-old simultaneous bilinguals and the amount of exposure in their two languages. In this study, I wanted to find out how much exposure was necessary for a child to obtain balanced vocabulary levels in English and Spanish. In addition, I wanted to know how families use each of the languages and if that type of approach results in balanced bilingualism.

In order to answer my questions, I collected data from parents using an interview. I collected data from children by conducting a vocabulary assessment of picture naming and picture identification tasks in both English and Spanish.

Overview of the Chapter

This chapter provides a description of the methodologies used in this study. First, the rationale and description of the mixed methods research design is presented. Second, the data collection procedure is explained. Finally, verification and ethics are addressed.

Mixed Methods Research Paradigm

This study used the mixed methods research paradigm, which is a combination of both qualitative and quantitative research methods. The use of both of these methods has a variety of possible combinations (Dörnyei, 2007). I chose this paradigm because

it allowed me to investigate the language use of parents and the results showing how their child's vocabulary levels compare in each language.

There are several characteristics of qualitative research mentioned by Merriam (2009), which demonstrate how this study fits the qualitative research paradigm. First, the qualitative paradigm has a focus on meaning; I conducted interviews to understand how parents interpret and make meaning of their own experiences related to bilingualism. Another characteristic is that the researcher is the primary instrument; I collected and analyzed the data. Also, it is an inductive process; results based on data analysis are presented. Last, it included a small, but purposeful sample; participants who fit a specific profile were chosen to participate in the study.

According to Dörnyei (2007), a description of quantitative research states that it is systematic, centered around numbers, and involves precise measurement. I conducted a norm-referenced assessment, which included specific instructions on how to administer and score the test. It is also focused; the research investigated one domain of language – vocabulary and included a sample size in a limited age range – from 2 years and 10 months to 3 years and 9 months. Finally, the assessment produced reliable data; this component of the study could be replicated with similar results. The benefit of using a combination of both quantitative and qualitative methods is to add an explanation and description to the numerical data.

Data Collection

Participants

Five simultaneous bilinguals and their parents participated in this study. Two of the children are fraternal twins, thus eight parents participated. All children are the first born in their family and are between the ages of 2 years and 10 months and 3 years and 9 months old. All children have had exposure to English and Spanish from birth. All children live in a home with a mother and a father, one of which speaks English as a native language, and the other who speaks Spanish as a native language. In three of the families, the mother is a native English speaker and the father is a native Spanish speaker. In one of the families the mother is a native Spanish speaker and the father is a native English speaker. In all of the four families, the native-English speaking parent is highly proficient in Spanish as well. In two of the four families, the native-Spanish speaking parent is highly proficient in English, one is proficient in English, and one is at an intermediate level of English. All of the mothers have a degree in education. Two of them currently work in an elementary school with a Spanish-English immersion program. One is currently staying at home with the children this year due to a recent move out of state, but had previously been working as a teacher in a Spanish-English immersion program. The fourth works as an ESL teacher at a community college. Three of the four fathers are also in the field of education, two of which work at a school with a Spanish-English immersion program. Three of the four families live in an urban area in Minnesota with a high population of Spanish speakers. One of the families had been living in this area, but moved to California within the past year. All of the families have the goal of raising their

child bilingually and have an established method on how they plan to achieve this.

According to parents, all children have typical development and have normal hearing.

Family Descriptions

The following includes a more detailed description of each individual family. I personally know the mother of each family. The mother of Family A is a coworker and friend of mine and of Family B is a close, personal friend. The mother of Family C participated on the Capstone committee for this research. Family D is the family of the researcher.

Family A: Luisa and Charlie. The mother in this family, Luisa, is from Puerto Rico and has lived in the United States for eight years. She speaks Spanish and English. She has a Master's Degree in Education and works as a teacher. The father in this family, Charlie, is from the United States and has lived here his whole life. He speaks English and Spanish. He has a Master's Degree and works as a school counselor. Their son Mario is 2 years and 11 months. They also have an 8-month-old daughter.

Family B: Hannah and Miguel. The mother in this family, Hannah, is from the United States and has lived here her whole life. She speaks English and Spanish. She has a Bachelor's Degree in education and works as a teacher. The father in this family is from Bolivia. He has lived in the United States for ten years. He speaks Spanish, English, and Portuguese. He has a Bachelor's degree in business administration and works as a sales account manager. They have fraternal twins, a boy Martin and a daughter Natalia. They are 3 years and 9 months.

Family C: Carrie and Javier. The mother in this family, Carrie, is from the United States and has lived here her whole life. She speaks English and Spanish. She has a Master's Degree in ESL and works as an ESL teacher for adults at a community college. The father in this family is from the Dominican Republic. He has been living in the United States for eight years. He speaks Spanish and an intermediate level of English. He has a 4-year degree in Philosophy and a 2-year degree in Theology. He works as a preschool teacher at a school with a Spanish-English dual language program. They have a son, Frank, who is 2 years and 10 months.

Family D: Becky and Eduardo. The mother in this family, Becky, is from the United States and has lived here her whole life. She speaks English and Spanish. She has a Bachelor's Degree in Education and works as a teacher. The father in this family is from Colombia. He has been living in the United States for seven years. He speaks Spanish and English. He has an Associate's Degree and works as an associate educator in an elementary school. They have a daughter, Ana, who is 3 years and 8 months.

Setting

A parent interview was conducted over one session at the family's home. During the same visit, following the interview, the Spanish expressive and receptive vocabulary assessments were administered with each child. A second visit to the family's home was made to administer the English portion of the vocabulary assessments.

Data Collection Technique 1: Interview

One of the techniques I used to collect data was an interview. The purpose of an interview is to make sense of the experiences of others and understand how they make

sense of those experiences (Merriam, 2009; Seidman, 2013). The interview components included designing the interview questions, conducting the interview, and analyzing the results. The questions I asked the parents were related to views on bilingualism, the importance or need for their child to be bilingual, an example of the child's language exposure during a typical week and how parents/caregivers use each language, what type of language (example: academic, home, play, etc.) is used in different language settings, as well as plans to continue the support of bilingualism for the future, such as considerations of the language of daycare or school (See Appendix A- Interview Questions). The interview was semi-structured with preplanned questions, but had flexibility in the questions to probe for more detailed responses or to ask additional questions if necessary. Questions may have also been adapted by changing the wording or the order (Merriam, 2009). This would allow me to get a deeper understanding and description of each individual family related to the topic of bilingualism.

Data Collection Technique 2: Vocabulary Assessment

Because this study used a mixed methods approach, I also used quantitative research to measure the receptive and expressive language levels of each child in Spanish and English. This data collection technique is well-defined and unlike qualitative research, it is not available to interpretation by the researcher. The standardized procedure of data collection eliminates subjectivity (Dörnyei, 2007). This allowed me to assign numbers to children's vocabulary levels, thus allowing me to make a comparison between their vocabulary levels in English and Spanish.

Procedure

Participants and Materials

There were two different types of data collection techniques. The first technique was an interview conducted with parents. Two of the interviews were conducted in the family's home and took about thirty minutes. One of the families recently moved out of state and therefore, the interview took place in the researcher's home. The fourth family is the family of the researcher and therefore, no interview took place. The information for this family was directly reported based on the personal family knowledge of the researcher. Two of the interviews were conducted in English because both parents are proficient or highly proficient in English. One of the interviews included a combination of English and Spanish due to lower English proficiency levels of the native-Spanish speaking parent. The interview was recorded using an application on the iPad called Voice Recorder by TapMedia Ltd, which only records audio.

The second technique involved a vocabulary assessment with the child. This was also conducted in the family's home, except for the family that lives out of state. For this family, the vocabulary assessments took place in the researcher's home and in the home of the maternal grandparents on a second day. Each child was assessed on two different days, one day in Spanish and another day in English. Each session took about thirty minutes and was recorded as video using the Apple camera application on the iPad. Both methods of recording included a second device as a back up.

The second data collection technique was a vocabulary assessment conducted in English and Spanish. The assessments that were used were the Receptive One-Word

Picture Vocabulary Test (ROWPVT) and the Expressive One-Word Picture Vocabulary Test (EOWPVT), both in the bilingual edition. These tests are designed to measure receptive and expressive language for ages 2 and up and are developed by Academic Therapy Publications. Each test is available in an English and Spanish bilingual edition and is a standardized, norm-referenced test. It is used for multiple purposes, some of which include: a measurement of vocabulary development, a screener for early language delay, a measurement of cognitive skills, or an evaluation of intervention programs.

Data Analysis

In order to analyze the data, I transcribed each interview shortly after it was conducted and before the next interview. This allowed me to separate the information gathered and help prevent mixing or confusing one family with another. I used some suggestions from Merriam (2009) for transcribing interviews: write verbatim, add line numbering down the left-hand side of the page, and leave a wide margin on the right side to add notes. Seidman (2013) also suggests waiting until all interviews are completed before beginning to analyze the data collected. Following the completion of all the interviews, I marked interesting passages with brackets, and organized excerpts into categories by cutting and pasting. I created a language profile for each child, which included the language each parent uses with the child and with each other, and the percentage of exposure in Spanish and English during the week. After the completion of the interviews, I reviewed what had been learned from the interview process.

Another step was to analyze the data collected from the vocabulary assessments. This was scored using the scoring guide of the test. Once I had scores for each child, I

created a table to display them, which compared each individual child's level in English and Spanish based on standard scores, age equivalent scores, and score percentile rank. Once all the data was displayed in the table, I analyzed the data to see if there was any sort of correlation between the language exposure and vocabulary scores of the child.

Verification of Data

Through the use of the mixed methods paradigm, results are achieved using a combination of qualitative and quantitative methods, which improves the validity of research (Dörnyei, 2007). Some of the measures that Hoff and Rumiche (2012) recommend to ensure validity are to conduct a face-to-face interview, rather than a survey, because participants will better interpret the interview questions as they are intended. Survey results may yield incomplete or misunderstood responses. During the portion of the data collection with children, Hoff and Rumiche (2012) also suggest that to ensure reliability and validity, a standardized test available in both languages should be used. In addition, the child should be assessed in each language on a different day and throughout the entire contact with the child, only the language being tested should be used. Finally, the examiner should be a proficient speaker of the language of the test.

Ethics

There was little to no risk to parents and children for participating in this study. They were able to withdraw at anytime. This study employed the following safeguards to protect participants' rights:

1. research objectives shared with participants,
2. written permission obtained/informed consent,

3. human subjects review,
4. verbatim transcriptions,
5. anonymity of participants,
6. recorded session secured on private iPad with access code and recordings destroyed five years after study is completed

Conclusion

In this chapter, I described the methods I used in my study. This study used mixed methods research. I collected my data using interviews and a standardized vocabulary assessment. Following the collection of data, I carefully analyzed the results to find common themes or patterns. The next chapter presents the results of this study.

CHAPTER 4: RESULTS

This study involved two data collection techniques in order to gather language information from families. The interview portion with parents as well as the weekly language exposure data sought to gather information on how English and Spanish is used with the child. The vocabulary assessment with the child sought to collect data on how the child's expressive and receptive vocabulary levels compare in both English and Spanish. For three of the four families, the data collection process took place in their home over two visits. One family lives out of state and therefore, one part of the data collection process took place in the researcher's home and the second part took place in the home of the mother's family. For all families, two separate visits were made. Families were given the interview questions prior to the interview. During the first visit, the interview with the parents took place. Following the interview, the vocabulary assessment using the Bilingual EOWPVT (Expressive One Word Picture Vocabulary Test) and then the Bilingual ROWPVT (Receptive One Word Picture Vocabulary Test) was conducted in Spanish with the child. The second visit took place within two to nine days after the initial visit. During the second visit, the Bilingual EOWPVT and then the ROWPVT was conducted in English. Through the collection of these data, I sought to find an answer to the following questions:

- 1) How do bilingual families use each language to help their children become bilingual?
- 2) How have the differences in how parents use each language with their child influenced their child's level of balanced bilingualism?

In this chapter, I will present the findings from the parent interviews and the common themes that emerged. In addition, the results of the vocabulary assessments of the child will be presented and compared among the differences in how families use each language.

Findings

This section will answer the research questions. The findings will be presented below in two different sections, the first section will seek to answer question one, and the other will seek to answer question two.

How Bilingual Families Help Their Child Become Bilingual

Question one sought to answer how parents of bilingual families use each language to help their child speak both English and Spanish. In order to answer this question an interview was conducted with both parents (See Appendix A – Interview Questions). The following are the common themes resulting from the parent interviews of how families use each language to raise their children bilingually.

Parents Maximize Minority Language Exposure in the Home

The first theme resulting from parent interviews was the parents' effort to maximize their child's exposure to the minority language. For all of these families, the ability for their child to be able to communicate in both English and Spanish is very

important. Due to the fact that English is used outside the home and in the community, all parents expressed the desire to provide their children with as much exposure to Spanish at home. In order to increase Spanish language exposure, all but one of these families use the Non-dominant Home Language strategy where Spanish is spoken by both parents to the child. Among the three families that use this strategy, there is a variation of how each language is used. For example, Family C adheres strictly to only using Spanish with each other and the child, as Carrie said, “At home we just use Spanish, one hundred percent.” Outside the home, conversations with others may take place in English, but the child is almost always spoken to by both parents in Spanish. In Family A, both parents use Spanish when speaking to the child, but with each other, they tend to use both English and Spanish. Luisa explained, “Between the two of us, we switch back and forth and if he’s around we kind of try to stay in Spanish but it’s not consistent.” Charlie added “I would say we speak both, I would say more English but with him, we directly speak to him in Spanish.” In Family B, the parents almost always use Spanish with each other, and with the children in the home. Outside of the home, if the language being spoken is English, the parents tend to use English with the children to include others around in the conversation. The mother of Family B also uses English with her children to read books or do other traditional songs, rhymes, and games in English. She explained,

The main things we really do in English are reading and songs and like poems and nursery rhymes. I always felt like I wanted them to know those in English as well so I was more willing to be flexible with my, with our model of language usage

because I thought I'm not willing to do only Spanish at the expense of learning those traditional things in English.

The other family, Family D, uses the One Person-One Language strategy where Spanish is spoken by one parent, in this case it is the father. The parents in Family D speak to each other in both English and Spanish, although this tends to be more often in English. In order to increase minority language exposure, parents have sought outside sources since only one parent speaks Spanish at home with the child.

Another point that was emphasized by Family B and Family C was that, in their relationship, the parents have always communicated with each other in Spanish. At the start of their relationships, Spanish was the language they used to communicate with each other, so it was only natural for them to continue this with their children. As Miguel explained, "Hannah and I met at a Spanish immersion school event and we met each other speaking Spanish and since we started dating and all that it was mainly in Spanish and I think that it was just natural to do that with our kids." Carrie and Javier also expressed similar feelings. "I think for us, we, our relationship was always in Spanish, so it feels weird to speak in English." For communicating with their child, they explained, "Just since we speak it to each other, it'd be weird if I redirected and started speaking to him [Frank] in English it just would feel weird so I think we just did Spanish because it was easier, that's what we're already speaking." Both families did what felt most natural with their children. Family D has also done what felt most natural, but it has resulted in a different model of language use the family. For the mother, it felt weird to speak to her child in Spanish, when her native language was English, which is the reason they decided

to use the One Person-One Language strategy. These families have decided to use each language by what comes most naturally. Sometimes that may maximize the minority language, and other times it may not.

Parents Seek Community Resources to Increase Spanish Language Exposure

In all four families, both parents work outside the home and the children began attending daycare before the age of 1. Three of the four families use childcare where Spanish is the native language of the provider. Because children are in childcare for the majority of the day, this allows for increased time of exposure to Spanish outside the home and from a different native Spanish speaker beside the parents.

For future schooling for the children of three of these families, the parents plan to have their child attend a Spanish immersion school. The fourth family would like to have their children attend a Spanish immersion school, but there are not any in the area where they currently live. All of these families are aware of the different type of language used in school, which is academic language rather than social language, and would like their children to also have a strong academic language in Spanish. As Carrie expressed, “I think it’s important, for me, that he has an academic background, so he knows, I don’t know, a little bit more than just conversational Spanish.”

Other community resources families have sought are Spanish story times, music, and dance classes. Although Family B has not found childcare with a provider who speaks Spanish or an immersion school in the area, they attend a Spanish class, as Hannah explained, “We do go to a Spanish story time once a week and that’s about an hour with a native Spanish speaker from Colombia. And she does songs and reads stories

and sometimes there's like a little art project." Family D has also found a Colombian dance group for children with an instructor who speaks Spanish. Through the dance instructor and dance group, they have made connections and met other Colombians in the area and with them, have participated in the celebration of Colombian traditions, such as Las Novenas (the nine days before Christmas) and the Colombian Independence Day.

Due to the fact that English is the language of the community, all families have purposefully sought out ways to increase Spanish language exposure for their children. This helps to increase exposure in Spanish beyond what the parents can provide in the home.

Families Maintain Strong Connections with Family Members Living in Other Countries

A common theme from the parent interviews was the parents' desire for the child to have a strong value and sense of belonging to both of their cultures. With the importance of being able to communicate with family members and having a strong sense of both cultures of where their parents are from, the parents of these families value the ability of their children to communicate in both English and Spanish with a high level of proficiency. All of these families have made a conscious effort to ensure this ability in their children so they can communicate with family members who speak only one language. All families communicate regularly with family members who live in a Spanish speaking country. Families C and D expressed that they communicate weekly with family members through FaceTime. Family A explained that they travel about once each year to visit family in Puerto Rico, in addition, Family C had just returned from a trip to the Dominican Republic, and Family D plans to travel to Colombia towards the

end of this year. The connection to family and both cultures is something parents of all four families desire for their children. With this connection comes the need for the child to be able to communicate with family members who only speak Spanish.

Parents Consider Future Opportunities for Their Children

A final theme expressed by parents was the benefits their children would have from being able to speak two languages. The parents who participated in the study learned a second language later in life and are aware of the special gift some children have of learning two languages from birth. As Hannah explained, “I think learning it [two languages] from birth is just a gift to them that they don’t even realize yet but when they’re older, they’re going to be so grateful that they know a second language.” By providing their children with this benefit, parents felt that it would open up future job and travel opportunities. The connection to two different cultures will also allow children to be more open to differences of others and be more accepting of cultures different from their own.

Influence of Parent Language Use on Child’s Language Levels

Question two sought to answer how each child’s language was developing in both English and Spanish and if that had any correlation to how parents used each language. The following section presents data collected from the vocabulary assessment of each child and connects the information gathered to how the parents have used each language with the child.

High Vocabulary Levels in Both Languages

All of the children had strong language skills in both languages. On the EOWPVT and ROWPVT, the mean score is 100, a score of 140 is greater than the 99th percentile rank, and a score of 60 is less than the 1 percentile rank. Table 1 shows the percentile ranks for each child.

Table 1

Percentile Rank of Receptive and Expressive Scores

Child	Receptive		Expressive	
	English	Spanish	English	Spanish
Family A (Mario)	77%	75%	53%	87%
Family B (Natalia)	93%	83%	96%	96%
Family B (Martin)	88%	83%	98%	77%
Family C (Frank)	66%	84%	45%	99%
Family D (Ana)	75%	55%	96%	88%

In all of the scores for expressive and receptive language, the participants were above a score of 100, except for one, Frank who scored 98 on the English expressive language test. However, he scored 137 on the Spanish expressive language test, which is in the 99th percentile.

In relation to age equivalence, Table 2 shows each child's standard score converted to their age equivalent score.

Table 2

Age equivalent scores

Child	Age	Receptive		Expressive	
		English	Spanish	English	Spanish
Family A (Mario)	2-11	3-9	3-7	2-10	4-6
Family B (Natalia)	3-9	6-2	5-2	6-8	6-8
Family B (Martin)	3-9	5-7	5-2	7-1	4-9
Family C (Frank)	2-10	3-3	4-3	2-4	6-11
Family D (Ana)	3-8	4-7	3-9	6-6	5-6

Three of the children, Natalia, Martin, and Ana, each had all four scores that were above their age equivalence in both English and Spanish receptive and expressive language. The other two children, Mario and Frank, had scores that were above their age equivalence in all but one area. They were below their age equivalence in English expressive language.

In the homes of Mario and Frank, both parents use the minority language and both children have attended daycare from birth with a provider who speaks Spanish. In the homes of Natalia and Martin, who are twins, both parents use the minority language. Prior to this year, both children attended daycare with an English speaking provider from the ages of about 6 months to 3 years. This year, because of a move out of state, both children have stayed at home with their mother, who speaks Spanish with them. In the home of Ana, only one parent uses Spanish. From birth to 2-years-old, Ana attended

daycare with a provider who spoke English and from 2 years to her current age, has attended daycare with providers who speak Spanish. However, it is interesting to note that within the same household for Natalia and Martin, Natalia has the exact same score for English and Spanish expressive vocabulary, while her twin brother, Martin has a much higher English expressive vocabulary score than Spanish. However, this difference is not as great in their receptive language scores. Even within the same household, with the same language experiences, there is a large difference in the level of balanced vocabulary of English and Spanish expressive language.

High Exposure in Minority Language Does Not Always Result in Dominant Minority Language

The following tables depict the weekly language exposure percentage as reported by parents. Table 3 divides the amount of exposure of each language by weekday and weekend; Table 4 shows the total weekly exposure percentage.

Table 3

Weekly Language Exposure Percentages Divided by Weekday and Weekend

Child	Weekday		Weekend	
	English	Spanish	English	Spanish
Family A: Mario	12%	88%	52%	48%
Family B: Natalia and Martin	28%	72%	17%	83%
Family C: Frank	13%	87%	10%	90%
Family D: Ana	18%	82%	62%	38%

Table 4

Total Weekly Language Exposure Percentages

Child	Total	
	English	Spanish
Family A: Mario	23%	77%
Family B: Natalia and Martin	25%	75%
Family C: Frank	12%	88%
Family D: Ana	29%	71%

All children included in this study have the majority of their weekly language exposure in Spanish. In fact, all have well above 50% in Spanish, with the lowest being 71% in Spanish. Even with the majority of their language exposure in Spanish, some children have stronger English levels or are balanced in both languages. For example, Ana and Martin have higher English receptive and expressive vocabulary scores compared to Spanish. Natalia also has a higher English receptive score compared to Spanish and an equal expressive score for English and Spanish. Even with a high percentage of exposure in Spanish, these children have higher English vocabulary levels. Mario also has a higher English receptive score compared to Spanish, but has a higher Spanish expressive score compared to English. Frank is the only child who has a higher score for both receptive and expressive vocabulary in Spanish. He also has the highest percentage of Spanish language exposure at 88%. This is 11% higher than Mario, the child who has the second highest percentage of Spanish language exposure at 77%

Conclusion

In this chapter, the data collected from this study was presented in two sections. The first section presented common themes resulting from parent interviews to answer the first research question. The main themes that emerged were: parents' efforts for maximizing the minority language exposure, using community resources to increase Spanish language exposure beyond the home, maintaining strong connections with family members who speak Spanish, and considering future opportunities for their children. The second section presented findings from the vocabulary assessments and each child's weekly percentage of language exposure that was reported by parents. Results from this section found that participants had high vocabulary levels in both of their languages, and some participants had stronger English vocabulary levels even with high weekly exposure rates in Spanish. In chapter five, the major findings of my research will be discussed, as well as the recommendations, limitations, and suggestions for future research.

CHAPTER FIVE: CONCLUSIONS

In this research project, my main goal was to learn how bilingual families where one parent speaks English and the other speaks Spanish use each language with their child. With this information, I wanted to see how their child's language was developing at their current age and whether or not they could achieve balanced bilingualism.

Through my research, I sought to answer the questions:

- 1) How do bilingual families use each language to help their children become bilingual?
- 2) How have the differences in how parents use each language with their child influenced their child's level of balanced bilingualism?

In this chapter, I will present my major findings with recommendations, the limitations to my research, and suggestions for future research.

Major Findings and Recommendations

Learning Two Languages From Birth Does Not Delay Vocabulary Development

One of the major findings from the research is that in all of the four categories of expressive and receptive vocabulary in English and Spanish, the children participating in the study, rank above the 50th percentile. There is one child who is below the 50th percentile in one category, which is the English expressive vocabulary. This suggests that due to the fact that these participants have been learning two languages from birth,

neither language is delayed and both languages are developing beyond the average child according to the EOWPVT and ROWPVT. According to research by Bialystok, et al. (2010) because bilingual children have their language skills divided across two languages, they have lower vocabulary levels in each of their languages. The results from this research show that this is not true in the case of these participants. In all four assessments with five children, sixteen out of twenty scores are in the seventieth percentile or above, six of which are in the ninetieth percentile. In addition, Baker (2000) defines balanced bilingualism as having similar proficiency levels in both languages like that of a native speaker of the same age. Based on Baker's definition and the age equivalent scores of each child, these children could be considered to be balanced bilinguals.

One explanation in this case is that in each family, at least one parent is the field of education and parents are knowledgeable on providing rich learning and language experiences for their child. Based on this information, parents who want to raise their child bilingually should provide rich learning and language experiences with their child in the minority language. These could come from the home or outside sources such as music classes, story times, or an immersion preschool or a childcare provider. Even though parents place more emphasis on using the minority language, children will still learn the majority language with high proficiency.

Increase Minority Language Exposure at Home and Beyond the Home

For families with a strong desire to raise their children bilingually, any of the three strategies can work, but a strong effort towards the minority language needs to be

made. There are many different family situations to consider when deciding what strategy might work best. What fits best for one family may not be the best fit for another. For the families included in this study, choosing what felt most natural tended to be how they chose how to use each language with their child.

The children who had stronger Spanish expressive vocabulary scores than English expressive vocabulary scores, Mario and Frank, were the only two children whose parents both use the minority language strategy and who have attended daycare from an early age with providers who speak Spanish. Because children are away from their parents at daycare for the majority of their waking hours during the week, the language of the childcare provider seems to play an important role. Even though Family B currently uses the minority language during the week, for the first three years of their life, the children attended a daycare with a provider who spoke English, which is similar to Family D, whose child did not begin attending a daycare with providers who spoke Spanish until the age of 2-years-old. While these children were still able to achieve high levels in both languages, their English appears to be stronger than their Spanish, compared to the other two children who had stronger Spanish scores. A study by MacLeod et al. (2012) suggested that there is a necessary percentage of exposure in each language to achieve balanced bilingualism. Thordardottir (2011) found that this exposure rate should be higher than 60% to achieve expressive vocabulary levels comparable to monolingual peers.

Based on this information, it is recommended that parents who are able to stay at home to care for young children during the day use the minority language. Parents who

work during the day should seek a childcare provider who speaks Spanish so that their child has the majority of their weekly exposure in the minority language. This should begin as early as possible for the child, preferably when the child first begins attending daycare. For families where both parents work, to only have the time in the morning and evenings at home will not result in a high percentage of exposure in the minority language and therefore, English will more likely result in the dominant language. As Thordardottir (2011) found, if the balance of language exposure is above or below the 40%-60% range, then there is a higher performance in the language with more exposure. If children have their weekly exposure rate in Spanish below 40%-60%, then they are less likely to have balanced language skills. Any of the strategies families choose to use: Non-dominant Home Language, One Parent-One Language, or Mixed Language, can work, as long as the majority of the child's language exposure is in the minority language. For families unable to find childcare or schooling in the minority language, the recommended strategy to use at home would be the Non-Dominant Home Language. This would provide the child with the most exposure to the minority language.

Even when living in a community where the majority language is English, it is still possible to create strong language skills in both languages. In this community, it is easier to do this in Spanish because of all of the opportunities offered in that language and the amount of native speakers living here. For bilingual families who speak a minority language other than Spanish, it may be more challenging to create a balance of language levels due to a lack of outside resources. For those families, different considerations should be made when deciding how to raise a bilingual child.

Limitations

This study was limited in a few different ways. First, the study only included four families. Among these families, there was not much variation in how they used each language. Another limitation was that the assessment method only measures vocabulary levels, not actual language usage.

Number of Participants

I had hoped to include more families in this study who used a variety of different language strategies with their child. Out of the four families, three use the Non-dominant Home Language strategy. As the researcher, I included my own family because we use the One Person-One Language strategy and I wasn't able to find other families who use this strategy with a child within the age range participating in the study. I was not able to find any families who use the third strategy, Mixed Languages, who had a child old enough to participate in the research. After beginning the vocabulary assessments with the children, I realized that while the EOWPVT and ROWPVT can be administered to children as young as 2-years-old, it was challenging for even the 3-year-olds to sit long enough to finish the assessment. Of the families I was considering to participate, a child below the age of 2 years and 6 months seemed too young to attempt to assess. One other type of family I was hoping to include was a family where one of the parents does not speak Spanish. In all of the families that participated in the study, the parent from the United States was highly proficient in Spanish. This allowed them to be able to use the Non-dominant Home Language strategy. Other factors that could increase the diversity among families would be a parent who stays at home with the child during the day,

children with lower percentage rates of Spanish language exposure such as those in childcare in English during the day, whether the native Spanish speaker in the family is the mother or the father. Including more families with a wider range of diversity of how language is used could result in more solid evidence in determining whether some strategies are more effective than others.

Daily Language Use Versus Vocabulary Levels

Another limitation to this research is that the assessment only measures the child's vocabulary levels. It does not measure how well the child can communicate in each language, form sentences, or use correct grammatical structures. Some of the parents expressed a tendency of the child toward using one language over the other, however those children still scored high in vocabulary levels of the language used with less tendency. In addition to the vocabulary assessment, adding an observational piece to family interactions would give more evidence to how the child actually uses each language. In this study, the parents also included a report of the child's language exposure in a typical week, but this does not evaluate what language the child is using to communicate. In addition, the child may be under the supervision of a parent who speaks Spanish with the child, but the report of the weekly language exposure does not take into account whether there is an interaction between the parent and the child or if the parent is busy cleaning or preparing lunch while the child plays alone. The quality of the language exposure is not measured through this technique.

Further Research

While there is quite a bit of research in this area conducted with children, more research is needed with older children and adults who grew up in bilingual families to determine their language outcomes. Learning from individuals' experiences and perspectives on what it is like to grow up learning two languages adds a personal dimension to help explain what effective methods of language use are. It could also tell firsthand whether those individuals feel as though they are balanced bilinguals or not. Especially now in the United States, there continues to be an increase in bilingual families and in addition, there are more outside opportunities to experience the minority language through immersion programs in schools. This could potentially have an effect on those raised as simultaneous bilinguals because there are more opportunities for authentic use of the minority language outside of the home.

Most studies that were reviewed were conducted at one point in time or over a short period of time. There is a lack of more long-term studies on bilingual families to learn more details into their language interactions. This study looked at language exposure, but doesn't take into account the language a child produces in different scenarios. More long-term case studies could be conducted in order to observe how each language develops in children raised bilingually.

Finally, determining a method of how to measure whether or not a child is a balanced bilingual is needed. It cannot only be measured by vocabulary levels because that is just one piece of language. Developing a method to obtain a broader scope of a

child's language use would give a better idea as to how truly balanced he or she is in both languages.

Summary

I began this study with the goal of answering questions about how bilingual families use each language with their child and how balanced the child's two language levels were. My research questions asked,

- 1) How do bilingual families use each language to help their children become bilingual?
- 2) How have the differences in how parents use each language with their child influenced their child's level of balanced bilingualism?

Through my experience as a Spanish immersion teacher, I have seen the varying degrees of proficiency among children of bilingual families and I've realized that it takes a strong effort to maintain the minority language. In my own experience of raising a bilingual child, I wanted to know more about what other families did and to learn if I was doing enough as a parent so my child would be highly proficient in two languages.

Through my research, I found that there is not one right way to raise a bilingual child. Families use language in different ways and any of them can work. Even through classifying language use into three strategies, there is still variation within each strategy. In whatever way parents decide to use each language, I think there needs to be a conscious effort and a strong desire for bilingualism to make it work.

I also found that a strong emphasis needs to be placed on using the minority language. Even with a strong emphasis on using the minority language, the participating

children still had high vocabulary levels in English. In addition, learning two languages doesn't always mean that a child will be delayed or behind peers their age. By providing rich learning and language experiences, children can obtain age equivalent vocabulary levels in at least one, if not two languages.

For me, as a parent of a bilingual child, I look forward to see what the future holds for my child in her dual language development. I'm sure there will be new realizations and insights along the way as she grows older and situations change. In my opinion, raising a bilingual child will always be a continuous learning experience.

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Appendix A: Interview Questions

Interview Questions

Demographic information

- Country of origin
- Languages spoken by each parent
- Length of time living in U.S.
- Level of education
- Occupation

- 1) How important is it that your child speak two languages?
Why?
- 2) How do you use each language in the home?
 - a. Which of the following three categories do you think it falls into: One Parent-One Language, Mixing, Minority Language?
- 3) How did you decide on the method you would use to raise your child bilingually?
- 4) How do you use each language between both of you?
- 5) At this point, how do you think your child's language is progressing in Spanish and English?
- 6) Are you happy with how you have decided to use each language with your child?
Or do you think you should do something different?
- 7) What type of language is used with different people the child is in contact with?
For example, are there family members that only speak one language?
How often is the child in contact with those family members?

- 8) What are your plans to encourage your child to speak Spanish as he/she grows older? (School age?)
- 9) Provide an hour by hour report of the typical language exposure for weekdays and weekends.
*Report as English, Spanish, or both

Appendix B: Interview Transcripts

Family A: Luisa and Charlie

Demographic information

- Country of origin
 Mother: Puerto Rico
 Father: United States
- Languages spoken by each parent
 Mother: Spanish, English
 Father: English, Spanish
- Length of time living in U.S.
 Mother: 8 years
 Father: Whole life
- Level of education
 Mother: Masters Degree
 Father: Masters Degree
- Occupation
 Mother: Teacher
 Father: School counselor

- 1) How important is it that your child speak two languages?
 Why?

- 1 L: Umm, well I think, yeah, very important and for me mainly that he can
 2 communicate with my family and for the frequency that we go to Puerto Rico, I
 3 don't want him to struggle with not being able to communicate with family

4 members or with other people and hopefully the passion that he gets and he gets
5 to travel or something later in life.

6 C: Yeah, just to be able to be multicultural, multilingual, and have that
7 understanding and what you said.

2) How do you use each language in the home?

8 L: Mostly Spanish to him and then

9 C: I would say you and I always speak directly to him in Spanish, right?

10 L: Yeah, but then, like between, oh, I think that is another question, but between
11 the two of us, we switch back and forth and if he's around we kind of try to stay
12 in Spanish but it's not consistent

13 C: I wouldn't say we try very hard

14 L: Yeah, it's not consistent with the two of us.

15 C: So between you and I, I would say we speak both, I would say more English.

16 L: Yeah

17 C: But with him, we directly speak to him in Spanish

18 L: And if he responds in English, we try to rephrase it in Spanish. Sometimes that
19 makes him talk in Spanish

20 C: Oh, I don't

21 L: I do, other times it doesn't have an effect on him

22 Interviewer: Which of the following three categories do you think it falls into:

23 One parent-one language, Mixing, Minority language?

24 L: Spanish, then minority language

3) How did you decide on the method you would use to raise your child bilingually?

25 L: I don't know, I think we thought that he being here in the U.S. and that English
26 is what's spoken outside of the house

27 C: He'd naturally learn it

28 L: and the tv, yeah, he'd naturally get it and that it would actually be harder for
29 him to learn Spanish if we didn't protect it at home or didn't make, you know,
30 like a setting for that to happen, so we just wanted to give him as many
31 opportunities or settings for him to speak Spanish. Cause outside he'll have
32 English, plenty.

4) How do you use each language between both of you?

[Answered in question 2]

5) At this point, how do you think your child's language is progressing in Spanish and English?

33 L: Good

34 C: Yeah, both, I would say both almost equally

35 L: Yeah

36 C: Even though we don't speak English directly to him, he's progressing equally
37 in both

38 L: PBS (Laugh) but he definitely has like some, especially like animal vocabulary
39 or like science vocabulary like it's stronger in English, wouldn't you say?

40 C: [Shakes head]

41 L: No? I don't know, yeah, it's pretty much the same although I think there is
42 some variations in that he has more words in English that he doesn't have them in
43 Spanish.

44 Interviewer: Do you think there is one language that is more dominant or that he
45 is more inclined to use

46 C: With speaking?

47 Interviewer: Yeah, like just if he says something to you

48 C: Oh my gosh now it's neither. It used to be Spanish, but now it's, I don't know,
49 what would you say?

50 L: It depends on what he has been doing, like I think I mentioned at some point, at
51 school if he's watching tv and he saw something and he's referring about that he's
52 going to start speaking in English

53 C: I would say neither is dominant he uses them both the same amount.

54 L: He does, but there's instances like depending on that, or if we're outside, if it's
55 something that, it's with your parents or somewhere we went to that he has had to
56 speak in English he would naturally go there. I feel like I have to sometimes, like
57 rephrase in Spanish for him to get the cue that 'oh, yeah I'm speaking to him in
58 Spanish'

59 Interviewer: Would you ever say he mixes?

60 [laughing]

61 C: Yeah, yesterday he told me to open my boca

62 L: Yes, and he was saying, oh, what was he saying this morning, something about
63 making. He didn't have the words for make in Spanish so he started in Spanish
64 and then he said make, oh I can't remember what it was so he ended in English
65 and then I had to rephrase and he repeated it in Spanish after. Yeah, he's been
66 doing a little bit of that

- 6) Are you happy with how you have decided to use each language with your child?
Or do you think you should do something different?

67 C: I feel like we've been more intentional about speaking Spanish to each other
68 cause we do really, we have really only spoken English to each other at home, so
69 now we're trying to be more intentional with that so that he's hearing that.

70 L: Yeah, I still think that there's a fear, I don't know, or at least that's me, of him
71 just going with English and not

72 C: Oh Yeah, I feel like I already notice him preferring English

73 L: Yeah

- 7) What type of language is used with different people the child is in contact with?
For example, are there family members that only speak one language?
How often is the child in contact with those family members?

74 L: Mostly English, right? with your family

75 C: Well at daycare, the daycare provider speaks Spanish to him we speak Spanish
76 to him, at the daycare the other kids speak both English and Spanish, my parents
77 just English, and that's who he interacts with mostly. Our friends mostly English.

78 L: mm hmm [Agrees]

79 Interviewer: And then does he talk to his little sister? What language does he use
80 with her.

81 C: Probably both

82 L: Yeah

83 Interviewer: How often is he in contact with your parents [dad] that only speak
84 English?

85 C: I would say once or twice a week

86 L: Mmhmm [agrees]

87 Interviewer: And then your family [mother?]

88 C: How often is he in contact with them?

89 Interviewer: Yeah or like phone calls

90 L: No, not much

91 C: So maybe once a year or something

92 L: Mmhmm, yeah. Although he got a good dose of that for nine days.

8) What are your plans to encourage your child to speak Spanish as he/she grows older? (School age?)

93 C: Spanish immersion school

94 L: Yeah, hopefully elementary and middle school

95 C: And continue to speak Spanish at home

96 L: And then we're sending him to Puerto Rico [laughs] for college because it's
97 cheap [laughs]

98 C: She's not totally serious

99 L: No

100 Interviewer: Vacations there?

101 L: Yeah

102 Interview: How often do you go there?

103 L: We try to go every year.

104 Interviewer: Anything else you'd like to add in?

105 L: No

106

Family B: Hannah and Miguel

Demographic information

- Country of origin
 Mother: United States
 Father: Bolivia
- Languages spoken by each parent
 Mother: English and Spanish
 Father: English, Spanish, Portuguese
- Length of time living in U.S.
 Mother: Whole life
 Father: 10 years
- Level of education
 Mother: Bachelors degree in education
 Father: Bachelors degree in Business administration
- Occupation
 Mother: Teacher
 Father: Sales account manager

1) How important is it that your child speak two languages?
 Why?

1 M: Very important because it will be, you know its part of who I am and our
 2 relationship and we want both them, of our kids to be able to communicate with
 3 both of our families and that's why we want them to be bilingual.
 4 H: And I think we know, I mean I know just from using it in my job and with
 5 travel it just opens so many doors for you in the future if you know another
 6 language and I think learning it from birth is just a gift to them that they don't
 7 even realize yet but when they're older, they're going to be so grateful that they
 8 know a second language.

2) How do you use each language in the home?

9 H: So our relationship is primarily Spanish. We were talking about it, I think
 10 we're like if we had to put percentages on it we'd maybe say like 90-10, 90
 11 percent Spanish, 10 percent English. So we use it as a couple and we speak
 12 predominantly in Spanish with the kids. The main things we really do in English
 13 are reading and songs and like poems and nursery rhymes. I always felt like I
 14 wanted them to know those in English as well so I was more willing to be flexible
 15 with my, with our model of language usage because I thought I'm not willing to
 16 do only Spanish at the expense of learning those traditional things in English. I
 17 really want them to know those too. So we don't, I mean there are times when we
 18 use English with them but we try to do most of the speaking in Spanish but the
 19 English comes more with I would say reading, songs, or TV.

20 M: Yep

21 Interviewer: So what do you think your language model falls into? One parent one
 22 language, mixing, or minority language

23 M: We use mainly Spanish.

24 H: Yeah, I guess it would be in-between minority and mixing. We try not to mix
 25 like within a conversation or like Spanglish, we try not to do that, but we've
 26 found like there are just certain phrases that don't translate well every now and
 27 then, like both ways you know, so now, um every now and then we'll use terms in
 28 English or something. But I guess I'd say, do we have to choose just one?

29 M: I think we're more like heavy on the minority language, just the Spanish. With
 30 a little bit of mixing

31 Interviewer: So do you use English with them at times?

32 M: Ummm, you know like Hannah said, like some commands or some things that
 33 you want to say are easier to say in English and shorter. Um, but um, I think that
 34 for the most part its mainly Spanish.

3) How did you decide on the method you would use to raise your child bilingually?

35 M: I don't think so. I think it was mainly, Hannah and I met at a Spanish
 36 immersion school event and we met each other speaking Spanish and since we
 37 started dating and all that it was mainly in Spanish and I think that it was just
 38 natural to do that with our kids.

39 H: I think I thought about it a little more just because knowing being in education,
 40 I know there are these different methods out there, or models, but I guess in the
 41 end I just decided I wasn't going to be extremely rigid about "I will only do

42 Spanish,” because like I said I wasn’t willing to give up those traditional things in
 43 English that I want them to know. I love music, and you know, singing and acting
 44 stuff out with them and being kind of theatrical, so I want them to know those
 45 things too. So I’ve just made the decision that I believe they are going to be fine.
 46 They understand everything and I think that all of these models can work and so I
 47 just think that they are going to end up being bilingual with this method I think it
 48 will be fine.

4) How do you use each language between both of you?

49 H: Yeah, I’d say like 90-10. It seems like, [laugh], sometimes if we’re in an
 50 argument, I tend to go more towards English so then its just when you’re really
 51 trying to express like...

52 M: I think the two times we switch to English will be if we’re arguing or if we’re
 53 talking about finance.

54 H: [Laugh]

55 M: You know because it’s in a way I think it’s easier so when we’re doing budget
 56 or things like that or our financial planning or arguing about something it will
 57 tend to go more in English.

5) At this point, how do you think your child’s language is progressing in Spanish and English?

58 H: It’s interesting. So we have one boy and one girl the same age so there are a lot
 59 of factors there that could be affecting. I mean boys tend to be a little slower in
 60 their language development. I think that’s the case for our son. He has some more
 61 speech issues, not major but like N pronounces extremely clear, is very verbal in
 62 both languages. I don’t know how much of that is because she’s just a girl, I don’t
 63 know if that’s just her, if she’s just going to have like an ear for language and
 64 maybe M will catch up. But right now, she will spontaneously use Spanish with
 65 us, she will have little conversations by herself playing in Spanish, but I would
 66 still say her English is stronger. Don’t you think?

67 M: Yeah

68 H: And then M is more, he in one single sentence it will be mostly English, but
 69 almost in every sentence he’ll use like at least one word in Spanish, so he kind of
 70 throws them in there but they both understand everything they’re hearing. It’s just
 71 N has much more output right now than he does. So it will be interesting to see
 72 how that changes.

- 6) Are you happy with how you have decided to use each language with your child?
Or do you think you should do something different?

73 M: I think I'm happy. I think that, like Hannah said, there are a lot of methods or
74 ways to do it and it has worked for us and they way our relationship is and how
75 we interact with each other that made it somewhat easy for them to do the same
76 way. They spent a lot of time going to daycare so that's why they spent, you know
77 the last, the first two and a half years of their lives, a lot of English so they had
78 more vocabulary, more English vocabulary than Spanish. Now these last four or
79 five months, it's been, we moved and they are at home most of the time so
80 probably they will have more Spanish, but I think that it has worked with us.

81 H: I think that I'm happy with it. I'm always happy when I hear them using it.
82 You just kind of feel like, "Yes, it's working," kind of that confirmation, um
83 going forward, you know I try to imagine like in adolescents, like talking about
84 difficult things with them in Spanish, like will we be able to continue it. I hope
85 that we will. I don't know, I mean it's one thing to have toddlers and use, or
86 preschoolers and use a second language, and it's another to have like high
87 schoolers, you know. So just, I think we'll try to keep it up with this model. And
88 they'll have continually more influence from the outside world too. Right now
89 when we're out and about I notice that they don't think twice about speaking to us
90 in Spanish. They have no social awareness of it, but like as they get older, I'm
91 sure that they'll probably switch to English because they're going to realize, "oh,
92 this is kind of weird, most people aren't speaking Spanish." so this is kind of like
93 a sweet little time because they're just so innocent and they use it, if it comes out,
94 they use it they don't think about "what is everyone else speaking?" or "is this
95 going to sound weird?"

96 Interviewer: And you had mentioned that they were going to go to the *****
97 immersion preschool,

98 H: Yeah, *****

99 Interviewer: So is that one thing that you'd like for them if you could do
100 something different.

101 H: Yeah, I would love to find, so they were going to go, um, I think it was going
102 to be two days a week to a Spanish immersion preschool which would have been
103 two full days a week but then we moved and in the new city where we're living,
104 they don't have anything close by that's Spanish immersion preschool, or not that
105 we've found yet. So I really miss that, I wish they did have more exposure from
106 someone else besides just us, but I'm going to try to keep looking for things for

107 the future, maybe a Spanish immersion school if we can find one that's closer or
108 like workable, a workable distance.

- 7) What type of language is used with different people the child is in contact with?
For example, are there family members that only speak one language?
How often is the child in contact with those family members?

109 M: I think that with Hannah's family they will go more to English because none
110 of them really speak Spanish. I mean they understand some words or a little bit,
111 my mother-in-law.

112 Interviewer: Do they still talk to your family, I mean now that you've moved, like
113 how often?

114 H: Oh, like on the phone?

115 Interviewer: Yeah, phone calls

116 H: Yeah, we try to do FaceTime or Skype

117 M: Yeah, facetime, Skype, but it's mainly English. I will say 100 percent English.

118 H: Yeah with my family.

119 M: With my family, when we do some facetime or Skype, it will be my parents
120 talk to them in Spanish and a lot of times they will answer in English. I will say
121 like 50 percent of the time.

122 H: Sometimes, yeah

123 M: My parents understand and they speak a little [English]. They understand
124 more than what they speak so they know what they are saying, but I think that it
125 comes more natural to them. Although I would have to say they see them and they
126 know they speak Spanish. They know that they speak Spanish and so they
127 associate person and language. They know that my in-laws they don't speak.

128 H: Yeah, they're starting to associate people with language. And then with your
129 sister, now we don't see her as much, but with Inez's family, I think if, I think if
130 Inez initiates in Spanish, they'll probably respond in Spanish.

131 M: Yeah. But they are aware that Inez for example, my sister, that lives here in
132 Minnesota, they know that she speaks both.

133 Interviewer: And then they go to school

134 H: They go to preschool two days a week, for two half days, it's just a half day,
135 but that's all in English. Oh, we do, one other thing we do, I don't know if this is
136 worth writing down, but we do go to a Spanish story time once a week and that's
137 about an hour with a native Spanish speaker from Colombia. And she does songs
138 and reads stories and sometimes there's like a little art project.

- 8) What are your plans to encourage your child to speak Spanish as he/she grows older? (School age?)

139 H: What are our plans?

140 Interviewer: Yeah, as they get older, like you're looking for a Spanish immersion
141 school

142 H: Yeah, I think we'd still like to be able to find that

143 M: I mean, it will be pretty important for me that they are able to be bilingual. I
144 have no plans to switch to speak only English with them. And especially with my
145 parents and the family that they have back in South America, not all of them
146 speak English, so it will be something that we want to do. And again from our
147 relationship the way that we are, we're going to keep speaking Spanish and home,
148 Hannah and I, so it will make it, I think it will make it somewhat easier.

149 H: I think another thing is we'd like them to travel as much as they can. I mean,
150 obviously as a family when they're little, but providing as many authentic
151 experiences for them to hear Spanish and use Spanish, not just with our family. I
152 mean whenever we meet, even in restaurants, like sometimes if we know the
153 people speak Spanish we'll try to interact in Spanish just so that the kids are like
154 "Oh, other people use this too" you know, and right now we try to make a big
155 deal about it. "Oh, hablan español también" and they think that's cool you know,
156 that will get old at some point, [laughs] but I think those are some of our plans.

157 Interviewer: Anything else to add? That's all the questions.

158 M: Yeah, I think that, I don't think that, we never sat and planned "OK, this is
159 how we're going to do it." You know, I think this is interesting that we kind of
160 agreed the way we want to proceed for all the years.

161 H: Well and I think that this goes back to what I said earlier, or I don't know if I
162 said it on this tape, but I have always felt that the relationship of the couple kind
163 of is, sets the tone for, I think if we did more English that we would have more of
164 a decision to make because it's like well then how are we going to do the Spanish,
165 but because we try to do mostly Spanish, it was just like "well, yeah", we're not
166 going to do something different with them. So I think that's why we never talked
167 about it much because we've mostly spoken in Spanish and so we knew we would
168 continue that way with the kids.

169 M: Yeah

Carrie and Javier

Demographic information

- Country of origin
 - C: Mother: United States
 - Father: Dominican Republic
- Languages spoken by each parent
 - Mother: English, Spanish
 - Father: Spanish, intermediate level of English
- Length of time living in U.S.
 - Mother: Whole life
 - Father: 8 years
- Level of education
 - Mother: Master's degree
 - Father: 4-year degree in Philosophy, 2-year degree in Theology
- Occupation
 - Mother: ESL teacher at a community college.
 - Father: Preschool teacher

- 1) How important is it that your child speak two languages?
Why?

1 C: Very, so that he can communicate with both of his families and he understands
2 both places, all the different things that influence his life because he's from both
3 of us and we come from different places. And I think practically, in the future,
4 you know, it doesn't hurt jobs.

5 J: Como ella ha dicho, pues, somos biculturales y el entender desde el lenguaje las
6 dos dimensiones de su situación de ser, verdad, sea como ha nacido aquí en
7 Estados Unidos pero también la influencia que tiene desde por mi parte de otro
8 país, Republica Dominicana, implicaría como ser el lenguaje para poder navegar
9 esas dos culturas y tener más, no capacidades, pero si como entendimiento de
10 estar abierto a otras dimensiones y la otra parte es que en Estados Unidos quierase
11 o no, ella es un país totalmente multicultural y la persona que no se abre a eso,
12 pues, va a estar de una manera a otra no bien ubicado quizas en el trabajo o como

13 navegar las relaciones con vecinos y comunidades entonces porque todo está tan
14 diverso acá que realmente se necesita una mente abierta que entienda todo eso,
15 esas situaciones.

2) How do you use each language in the home?

16 C: At home, we just speak Spanish, one hundred percent.

17 Interviewer: So then for the three categories,

18 C: We both speak Spanish

19 Interviewer: So minority language?

20 C: Mmm hmm

21 Interviewer: And then are there times when you ever speak English at home with
22 him?

23 C: Only when there's a visitor that doesn't speak Spanish, I think he'll hear us
24 speaking English, or with my parents, he'll hear us speaking English, but when I
25 speak directly to him if I turn and direct my attention to him, then I switch to
26 Spanish. His interaction to English doesn't come from us necessarily, but it does
27 come from other people.

3) How did you decide on the method you would use to raise your child bilingually?

28 C: I think for us, we, our relationship was always in Spanish, so it feels weird to
29 speak in English. [laughter]

30 J: Absolutamente [laughter]

31 C: So we just maintain that

32 J: Nuestra relación o conversación con él en español ha nacido natural. No hemos
33 tenido que ponernos de acuerdo porque todo ha nacido en español nuestra
34 relación y todo lo que hacemos es en español. Por lo tanto no es este, nuestro
35 contrato: solo hablar español frente el niño! Sale natural.

36 C: Just since we speak it to each other, it'd be weird if I redirected and started
37 speaking to him in English it just would feel weird so I think we just did Spanish
38 because it was easier, that's what we're already speaking.

4) How do you use each language between both of you?

[Answered in question #3]

- 5) What type of language is used with different people the child is in contact with?
 For example, are there family members that only speak one language?
 How often is the child in contact with those family members?

39 C: So he went to daycare for two years and the caretaker spoke exclusively
 40 Spanish. Other kids spoke, came from families that spoke mostly English so I
 41 think interacting he got a lot of English from them, from other kids. He's at
 42 daycare now that speaks only Spanish and the kids only speak Spanish and then
 43 he started a bilingual preschool so now he's getting a little bit more exposure to
 44 English, I guess academically and intentionally.
 45 Interviewer: How do they use English then?
 46 C: At the preschool, so this just started in January. He goes twice a week. It's half
 47 the time is in English, half the time is in Spanish.
 48 J: O simultaneo
 49 C: Or simultaneously sometimes
 50 J: Un maestro de inglés, un maestro de español. Entonces las actividades
 51 dependiendo que el niño va allá con el maestro de inglés va a ser en inglés. Si el
 52 niño está en la actividad con el maestro que habla español, va a ser en español. Y
 53 la población es casi mitad y mitad. La población de los niños hablan español y
 54 hablan inglés. O sea que, por ejemplo, la familia de la mitad de los niños habla
 55 directamente español o directamente inglés. Entonces está mitad y mitad, más o
 56 menos. Cincuenta-cincuenta, la población en el salón.
 57 Interviewer: And you said he just started in January?
 58 C: So this is three weeks,
 59 Interviewer: And does he goes five days a week?
 60 C: He goes two days a week
 61 Interviewer: And then what does he do the other days?
 62 C: He goes to a child care where they only speak Spanish.
 63 Interviewer: And that's where he's been?
 64 C: No, that just also started in January. He was at a childcare where the caretakers
 65 only spoke Spanish, but the kids were learning Spanish so it was a little bit more
 66 mixed. I guess I don't know quite how to divide that up.
 67 Interviewer: So the other three days, is it a home?
 68 C: Right, the other three days, it's a home daycare
 69 Interviewer: But the caretaker speaks Spanish?
 70 C: Speaks Spanish and the kids speak Spanish

- 6) At this point, how do you think your child's language is progressing in Spanish and English?

71 C: I think he's doing well. His Spanish is much better than his English [laughter].
 72 He's learning more English and he has more like social vocabulary for English,
 73 but since we've never really been intentional about teaching him English, I think
 74 it's definitely farther behind than his Spanish.

75 J: Su español para su edad de dos años, tres meses es demasiado avanzado. Puede
 76 hacer oraciones de más de tres palabras y explicar varios pasos de una idea.

77 C: Dos años, tres meses?

78 J: Perdón, dos años, nueve meses [laughter] Estaba pensando faltan tres meses
 79 para tres años! Entonces su nivel de conversación para su edad, de mi punto de
 80 vista, lo siento avanzado en español. En inglés el entiende lo que está pasando
 81 pero todavía no puede producir de igual manera que lo puede hacer en español.
 82 Pero sabe lo que la persona está diciendo o haciendo. Y el trata de responder. Y
 83 viene con su tercera lengua, su propia [laughter]. Que es su [imitates nonsense
 84 language]

85 Interviewer: [Carrie steps out of the room to attend to child] Y como habla con la
 86 familia de Carrie?

87 J: Bastante bien. El, si puede decir cosas en inglés, se lo dice. Va de atrás para
 88 adelante de inglés español. O si no, también saca su tercer lengua [laughter]

89 C: He does have a third language where he does like sounds, like pronunciation in
 90 English, but they're not really words, but the pronunciation is pretty good for
 91 English. It just doesn't make any sense. Or he'll say some words in Spanish but
 92 with an English accent, which is interesting.

93 J: Sí

94 C: Like I'm trying to get you to understand me and this is what you sound like.

95 Interviewer: So I was just asking how, with your family, is that challenging? or he
 96 communicates well?

97 C: No, I think he's young enough where it doesn't phase him. My parents have
 98 picked up some Spanish along the way. My mom took some Spanish classes so
 99 she knows some words. She tries to read to him in Spanish, but mostly they just
 100 speak English with him and he figures it out one way or another.

101 Interviewer: How often does he see your family?

102 C: At least three times a week, Sundays, Tuesday, Thursday, Wednesday, four
 103 times [laughter]

104 J: Yeah like four times [laughter]

- 7) Are you happy with how you have decided to use each language with your child?
Or do you think you should do something different?

105 C: No

106 J: Absolutamente

107 Interviewer: And we talked about other people he's in contact with, your family
108 [Carrie] and school and daycare, any other people that only speak one language
109 English, or maybe with your family, talking on the phone that he's in contact
110 with?

111 J: Normalmente hablamos en teléfono semanal. Practicamente los domingos.
112 Algunas veces el está abierto hablar otras veces no, quiere mejor dedicarse a jugar
113 y entonces hay una conversación, como dicen en inglés "back and forth" de
114 preguntas simple: ¿Cómo está? muy bien ¿y usted? y cosas así. Entonces está muy
115 conciente que todos ellos hablan español. Y cuando estuvimos ahora en diciembre
116 para allá, estuvo bastante cómodo en conversaciones jugando con las primitas, la
117 primita, si todo eso. No vi que para el fue un desafío el lenguaje, más bien quizás
118 la situación social que es diferente, mucha más gente, mucho más ruido por todos
119 lados. Entonces quizás esos le afectaría más que

120 C: que el lenguaje

121 J: que el lenguaje, sí.

122 I: And then is there anyone else he's usually, typically in contact with?

123 J: En español, los padrinos que hablan en español. Algunas veces va a la iglesia y
124 le encanta eso porque le encanta la música y

125 C: Pero entonces allá estaría hablando español en la iglesia

126 J: Hablando en español

127 C: Con el padrino y la gente allá, los jovenes

128 J: Y los jovenes que yo trabajo con los jovenes allá y también habla mucho con
129 ellos

130 I: Is that weekly then at church?

131 C: Antes era, ahora no

132 J: Ahora no es tan allí metodicamente semanal pero es semanal en teoría. Y
133 también el va con Carrie a la iglesia de sus padres que también tiene
134 intervenciones pero en inglés.

135 C: Los miércoles, sí. Que va a una actividad como de música por treinta minutos,
136 hay música y baile, esas son los miércoles

137 I: Is that weekly?

138 C: Mmmhmm [agreeing]

- 8) What are your plans to encourage your child to speak Spanish as he/she grows older? (School age?)

139 C: If you ask him, he'll say I'm going to J****, I'm going to W****, and then
140 I'm going to A****. So he already has himself planned out. Go to W****, that is
141 our hope

142 J: Papi, I go W****, A****, W****, this is my plan [laughter]

143 C: So we're hoping to get him into bilingual, continue that education, I think it's
144 important, for me, that he has an academic background, so he knows, I don't
145 know, a little bit more than just conversational Spanish.

146 J: Y yo tengo una idea, una idea, y no sé si se convertirá en un plan y una practica,
147 es de personalmente tratar de darle español de manera mucho más profundo y
148 mucho más academico más de lo que se podría ofrecer, pero es una idea.
149 [laughter]

150 C: It's important for us to continue education in Spanish

151 J: Que se realice, no sé.

152 C and J: [laughter]

153 Interviewer: And then anything else you'd like to add in?

154 J: Por ejemplo con respecto a la situación bilingüe que implica también el
155 biculturalismo o la diversidad en cultura que implica hablar varias lenguas, el aquí
156 no solo la gente va a estar expuesto hablar el español de mi país, si no expuesto a
157 entender la diversidad de español que hay. Por que por ejemplo aquí hay personas
158 de poblaciones de toda la parte de Latino America

159 C: Mexico, Colombia

160 J: Entonces cada uno de ellos tienen su propio entendimiento del lenguaje y
161 cuando venimos todos acá se crea otro elemento cultural de el uso de la palabra, el
162 uso de terminos y todo eso. Para mi, el va a tener esa experiencia, porque a lo
163 mejor tendrá amigos de diferentes experiencias de cultura de Latino America.
164 Implica también confrontar su propio español y entonces va a discriminar
165 realmente cual es el verdadero y todo eso, pero implicaría también la
166 autoaceptación de cada uno de ellos. Al igualito también que el inglés como
167 referente a lo elemento cultural es que hay mezclado en el inglés. Vamos a ver, es
168 todo una aventura.

Appendix C: Summary of Responses to Interview Questions

<i>Question: How do you use each language in the home?</i>	
Family	Response
A Luisa and Charlie	<p>With child: Parents use the minority language and speak directly to child in Spanish. If he responds in English, mother rephrases in Spanish, which sometimes works to keep conversation in Spanish and other times does not. Father does not rephrase English responses to Spanish.</p> <p>Between each other: Mixed language use, probably use more English. Parents try to stay in Spanish, but it is not consistent.</p>
B Hannah and Miguel	<p>With children: Parents use mainly the minority language, with the exception of reading, songs, and nursery rhymes in English and some commands that are easier to say in English.</p> <p>Between each other: Communicate primarily in Spanish, about ninety percent of the time, with occasional switching to English for certain topics.</p>
C Carrie and Javier	<p>With child: Minority language, only speak Spanish at home, and in interactions with parents outside the home, child is always spoken to in Spanish.</p> <p>Between each other: Only Spanish, their relationship has always been in Spanish, so that has been continued with their child.</p>
D Becky and Eduardo	<p>With child: One parent-one language. Father only speaks Spanish with child and mother speaks English, occasionally in Spanish, but at this age, child is aware of the language spoken by each parent and insists on using English with mother and Spanish with father.</p> <p>Between each other: Both English and Spanish are used, mostly English at this point.</p>

Question: How did you decide on the method you would use to raise your child bilingually?

Family	Response
A Luisa and Charlie	It would be harder for the child to learn Spanish since he would naturally hear English outside the home and with TV, so parents wanted to provide as much of an opportunity to use Spanish as possible.
B Hannah and Miguel	Parents always used Spanish in their relationship and it was natural to do that with their children, although parents decided not to be extremely rigid with only Spanish so that their children would be able to learn traditional English songs and rhymes and read books in English.
C Carrie and Javier	Parents always used Spanish in their relationship, so they have maintained that with their child as well.
D Becky and Eduardo	Felt more natural for parents to each speak their native language with the child, although parents felt that the child would need more Spanish than she would have with the father, so in order to achieve this, she attends a Spanish immersion daycare.

Question: How important is it that your child speak two languages? Why?

Family	Response
A Luisa and Charlie	Very important so that child can communicate with family in Puerto Rico and when traveling to Puerto Rico or other Spanish-speaking countries, or with others in the community. To have the understanding of being multilingual/multicultural.
B Hannah and Miguel	Very important because each language is a part of who both parents are, to be able to communicate with both families, it opens doors for their future for jobs and travel, and it is a gift to learn two languages from birth.
C Carrie and Javier	Very important because each language is a part of who both parents are, to be able to communicate with both families, in the future it will be beneficial, especially with jobs, with high diversity of the United States, it will help to create an open mind to those differences of people.
D Becky and Eduardo	Very important so child can communicate with both families, and for future opportunities with jobs and travel, it is a gift to learn two languages from birth.

Question: At this point, how do you think your child's language is progressing in both English and Spanish?

Family	Response
A Luisa and Charlie	Almost equally in both languages, some specific vocabulary he seems to have in one language and not the other
B Hannah and Miguel	Both children understand everything they hear. Daughter seems to have stronger language skills compared to son, she is very verbal in both languages. Son uses more English, but mixes in Spanish words. Parents think English is stronger.
C Carrie and Javier	Spanish is much stronger than English. He has more social English vocabulary. He understands English, but doesn't have the expressive language like he does in Spanish. He also says some words in Spanish with English pronunciation.
D Becky and Eduardo	English is stronger, but she can express herself and carry out a conversation completely in Spanish. She is aware of which language to use with different people and easily switches between languages. With her father, at this age, she naturally knows to use Spanish and switches between languages depending on who she is talking to.

Question: Are you happy with how you have decided to use each language with your child? or do you think you should do something different?

Family	Response
A Luisa and Charlie	We're trying to be more intentional about speaking Spanish at home between the two of us so he's hearing that. Parents feel like they're noticing child have a preference for English.
B Hannah and Miguel	Happy with how they have used language and how children use Spanish, done what has worked best for their family
C Carrie and Javier	Wouldn't change anything
D Becky and Eduardo	We could provide more Spanish at home by speaking to each other in Spanish, but I think even how we've been using each language, she seems to have good language skills in both languages, so I'm not sure we'll change at this point.

Question: What are your plans to encourage your child to speak Spanish as he/she grows older?

Family	Response
A Luisa and Charlie	Spanish immersion school, and continue to use Spanish at home
B Hannah and Miguel	Hopefully Spanish immersion school, continue to use Spanish at home, provide authentic experiences for them to use Spanish through travel or in the community
C Carrie and Javier	Spanish immersion school so he has academic language in Spanish and not just conversational
D Becky and Eduardo	Spanish immersion school, continue to use Spanish at home, and hopefully make friends through school who speak Spanish as a first language

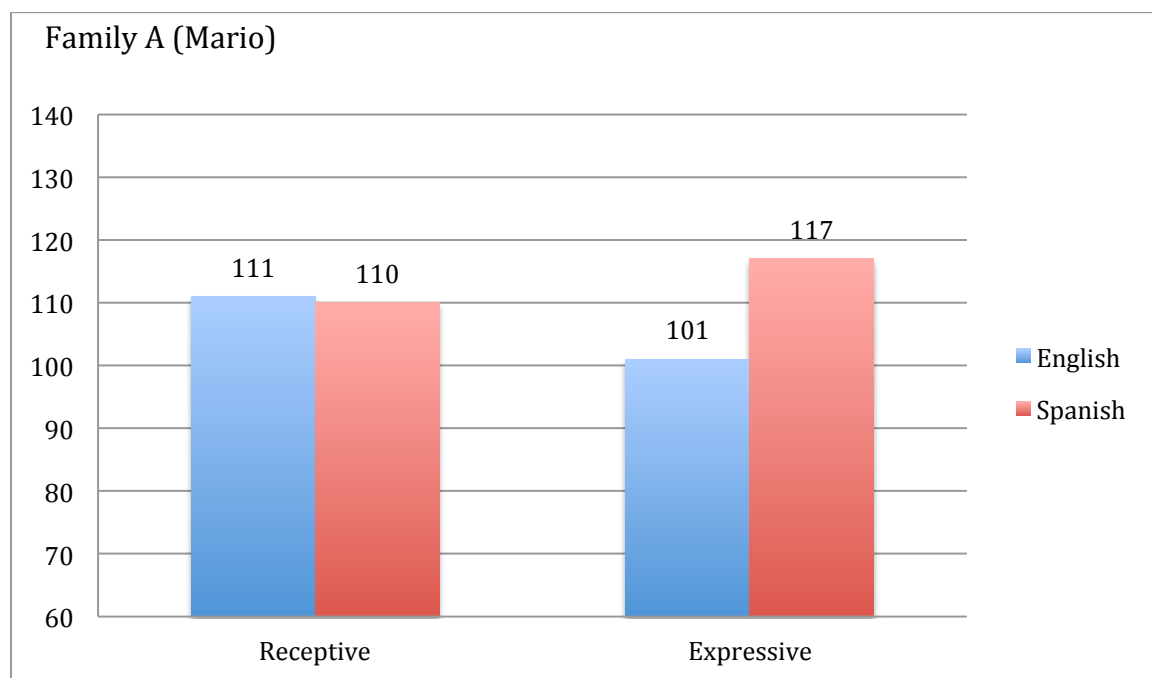
Appendix D: Graph of Children's Standard Scores

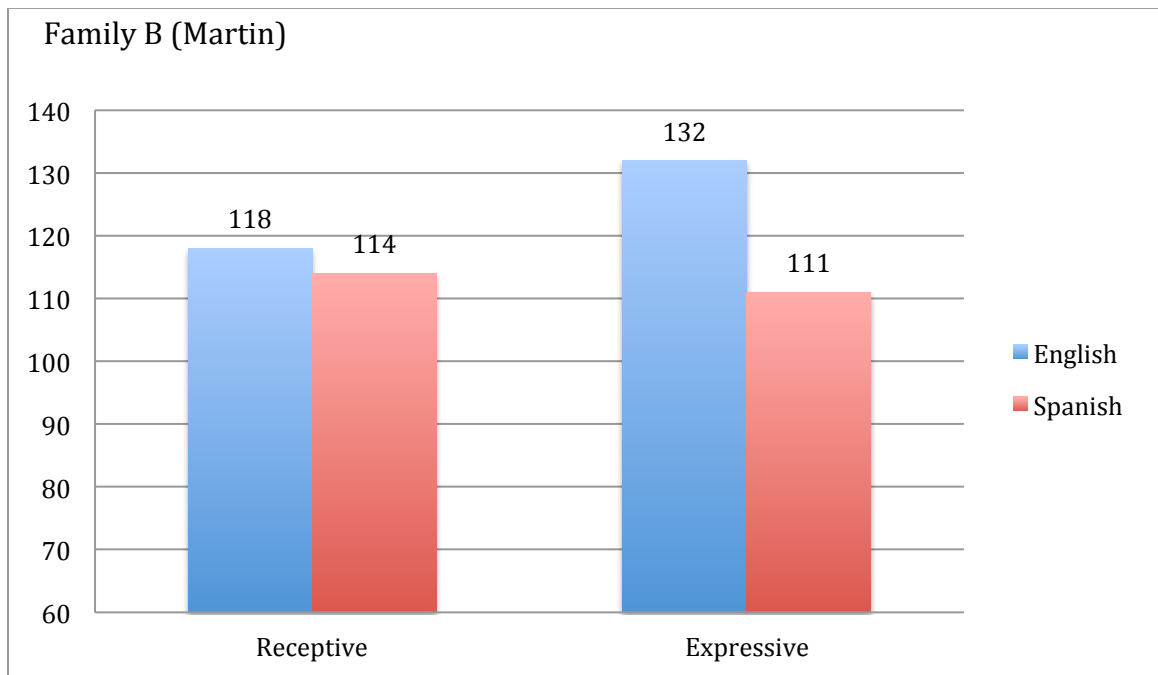
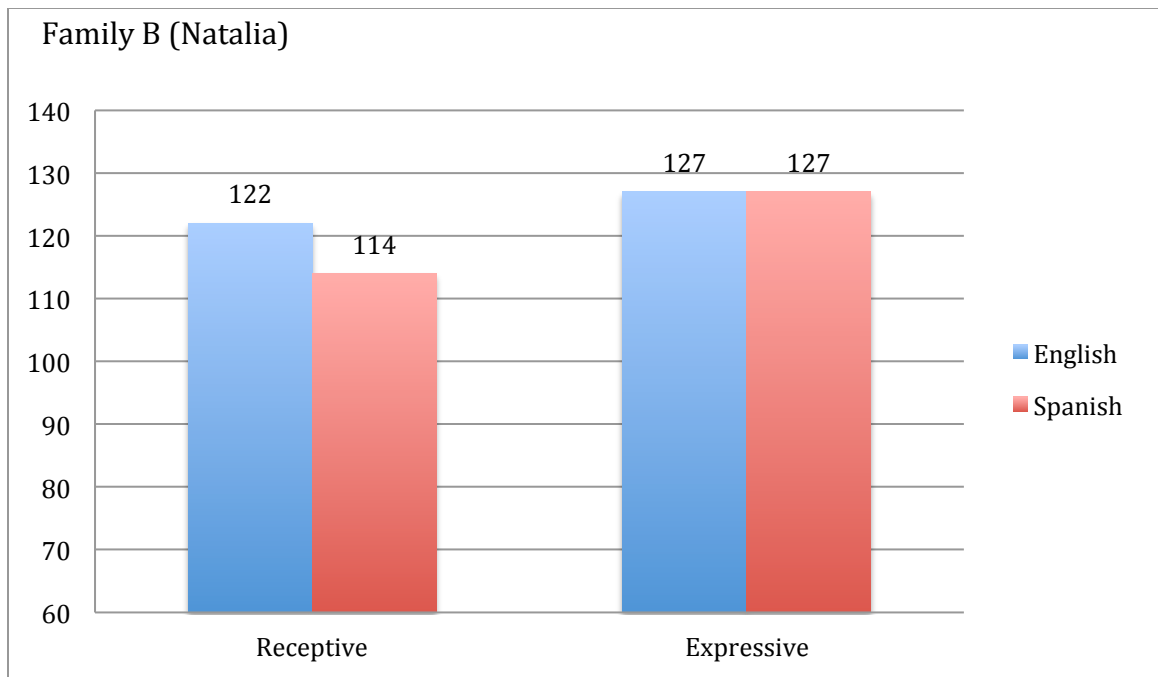
Receptive and expressive language standard scores in English and Spanish from the EOWPVT and ROWPVT

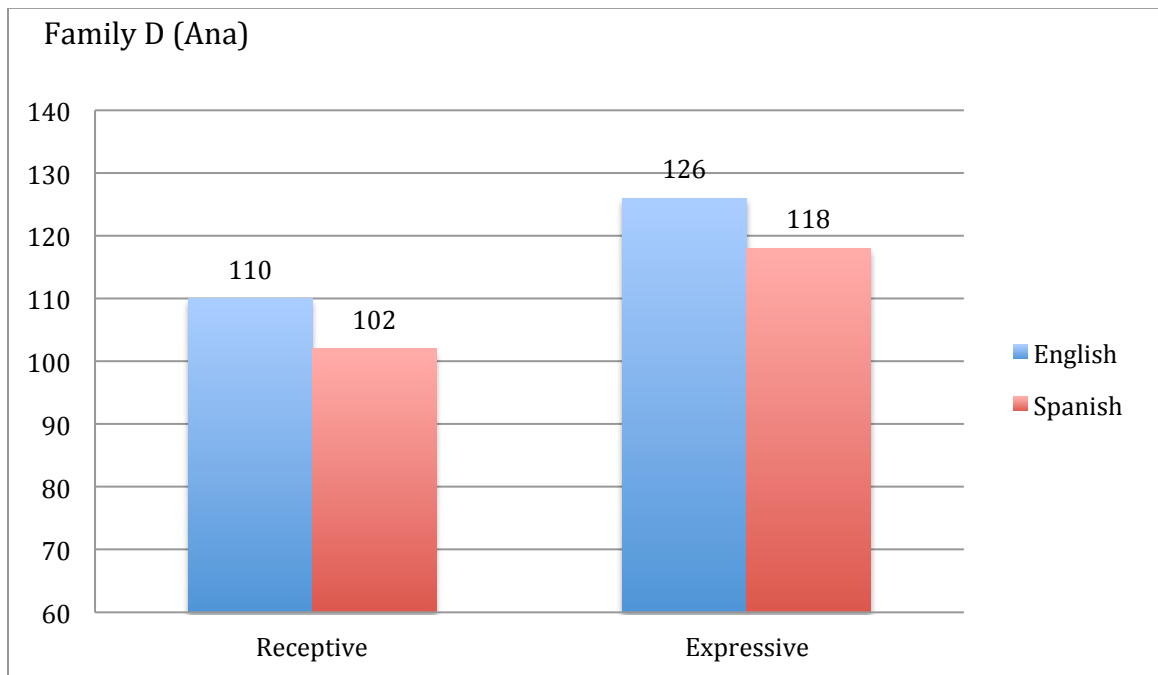
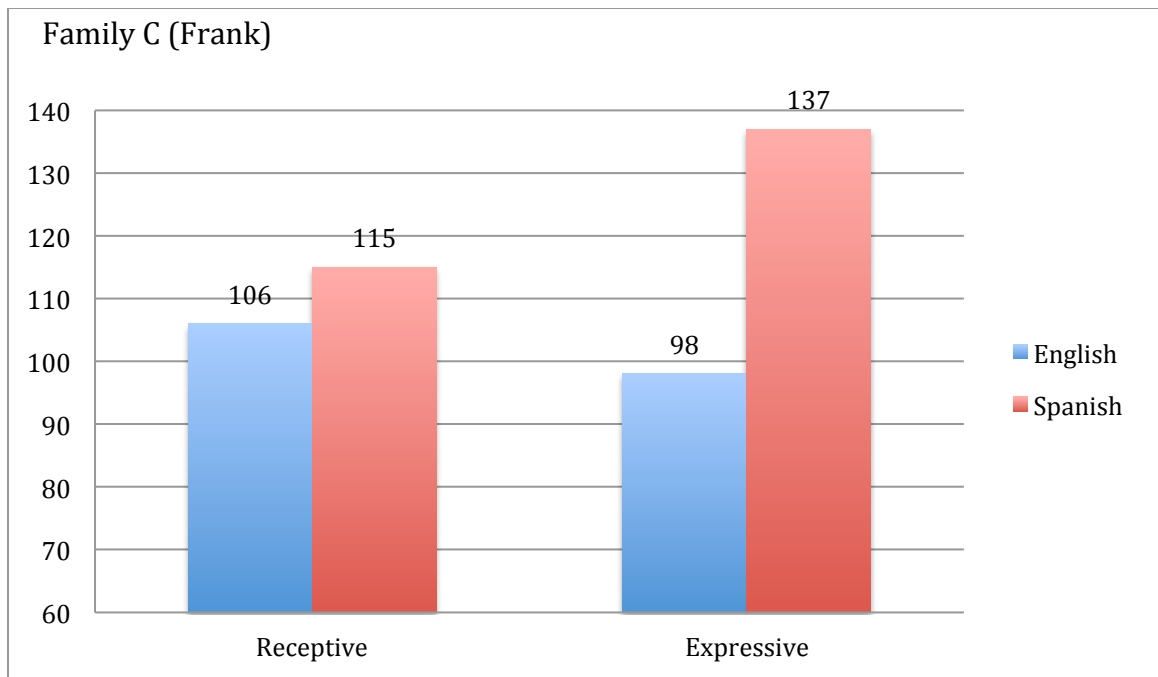
Mean score = 100

Score of 60 < 1 percentile rank

Score of 140 > 99 percentile rank







Appendix E: Human Consent Forms

Consent letter for parents

December 1, 2015

Dear Parent,

I am a graduate student at Hamline University. In order to complete my Master's Degree, I need to do research with Spanish-English bilingual families. The purpose of this letter is to ask for your permission to participate in my research.

I would like to learn about simultaneous bilinguals, or children who are learning two languages from birth. I want to learn more about how bilingual families use each language with their child and if there is a correlation to the child's language skills in both English and Spanish. This is important to research so bilingual families, with the goal of raising their child to be bilingual, know how best to support language development with their child(ren).

In order to complete this research, I will be collecting data from parents of bilingual families. Both parents will be interviewed together. The interview will include questions related to how both English and Spanish are used at home, with each parent, and outside of the home, as well as views of bilingualism and language goals for your child. The interviews will be conducted at a place and time that are convenient for you. It will take about one hour and will be recorded as audio. The interview questions will be provided ahead of time.

There is little to no risk for your participation. Data gathered from the research will be confidential. Recordings will be kept confidential and will be deleted once the project is completed. Pseudonyms will replace all names. Your participation in this research is voluntary and you may withdraw at any time without any negative consequences. As a benefit to you, at the completion of the research, you will receive information with the results of the study as well as a summary of your language use with your child and a comparison of their vocabulary levels in each language.

I have received approval for my study from the School of Education at Hamline University. At its completion, this research will be published online in Hamline's Bush Library Digital Commons, a searchable electronic repository. It may also be published or used in other ways.

If you agree to participate, keep this page. Sign the duplicate agreement to participate on page two and return it to me in person or by mail no later than December 17, 2015. If you have any questions, please email or call me at home.

Sincerely,

Berit Gelvez

Informed Consent to Participate in Interview

I have received the letter about your research study for which you will be interviewing parents of bilingual families and analyzing how each language is used with my child. I understand that being interviewed poses little to no risk for me, that my identity will be protected, and that I may withdraw from the interview portion of the project at any time without negative consequences.

Parent Signature

Date

Consent letter for child

December 1, 2015

Dear Parent,

I am a graduate student at Hamline University. In order to complete my Master's Degree, I need to do research with Spanish-English bilingual families. The purpose of this letter is to ask for your permission for your child to participate in my research.

I would like to learn about simultaneous bilinguals, or children who are learning two languages from birth. I want to learn more about how bilingual families use each language with their child and if there is a correlation to the child's language skills in both English and Spanish. This is important to research so bilingual families, with the goal of raising their child to be bilingual, know how best to support language development with their child(ren).

In order to complete this research, I will need to collect data from children of bilingual families. I will use a vocabulary assessment where the child will identify picture cards. This assessment will be given twice, once in English and once in Spanish, on two separate days. Each assessment time will take about 30 minutes and will be recorded as video. The purpose of this is to compare the child's language levels in English and in Spanish.

There is little to no risk for your child's participation. Data gathered from the research will be confidential. Recordings will be kept confidential and will be deleted once the project is completed. Pseudonyms will replace all names. Your child's participation in this research is voluntary and you may withdraw at any time without any negative consequences. As a benefit to you, at the completion of the research, you will receive information with the results of the study as well as a summary of your language use with your child and their vocabulary levels in each language.

I have received approval for my study from the School of Education at Hamline University. At its completion, this research will be published online in Hamline's Bush Library Digital Commons, a searchable electronic repository. It may also be published or used in other ways.

If you agree to allow your child to participate, keep this page. Sign the duplicate agreement to participate on page two and return it to me in person or by mail no later than December 17, 2015.

If you have any questions, please email or call me at home.

Sincerely,

Berit Gelvez

Informed Consent for Child to Participate in Vocabulary Assessment

I have received your letter about the study you plan to conduct in which you will be gathering data through a vocabulary assessment with my child. I understand there is little to no risk involved for my child, that his/her confidentiality will be protected, and that I may withdraw my child from the project at any time without negative consequences.

Parent Signature

Date

Consent letter for parents

1 de diciembre del 2015

Querido padre,

Yo soy una estudiante graduada de la Universidad de Hamline. Para completar mi Maestría, necesito hacer un proyecto de investigación con familias bilingües en español e inglés. El propósito de esta carta es pedir su permiso para participar en el proyecto de investigación.

Quisiera aprender sobre niños bilingües simultáneos, o niños que están aprendiendo dos idiomas desde su nacimiento. Quiero aprender más de cómo familias bilingües usan cada idioma con su hijo y si hay una correlación entre las habilidades lenguajes en inglés y español. Esto es importante para investigar a las familias bilingües que tienen la meta de criar a su hijo para ser bilingüe, sepan como apoyar el desarrollo de lenguaje con su hijo.

Para completar esta investigación, coleccionaré datos de los padres de familias bilingües. Ambos padres se entrevistarán juntos. La entrevista incluirá preguntas relacionadas a como se usan los dos idiomas en casa, con cada padre, y fuera de la casa. También incluirá opiniones del bilingüismo y las metas de lenguaje para su hijo. Las entrevistas serán dirigidas en una hora y lugar conveniente para usted. Tomará alrededor de una hora y será grabada como audio. Las preguntas de la entrevista serán dadas con tiempo.

No habrán riesgos por su participación. Los datos reunidos por esta investigación serán confidenciales. Todo lo grabado será confidencial y será eliminado al concluir la investigación. Seudónimos reemplazarán todos los nombres. Su participación en esta investigación es voluntario y puede retirarse en cualquier momento sin consecuencias negativas. Como un beneficio de participar, al concluir de la investigación, usted recibirá información con los resultados y un resumen del uso de lenguaje con su hijo y una comparación de su nivel de vocabulario en ambos idiomas.

Yo he recibido una aprobación para mi proyecto de investigación de la Escuela de Educación de la Universidad de Hamline. Al concluir, este proyecto de investigación será publicado en línea en la biblioteca Bush de Hamline, repositorio electrónico de búsqueda.

Si está acuerdo en participar, mantén esta página. Firme la copia de acuerdo para participar en la página dos y devuelvalo de la fuente proveniente o por correo antes del 17 de diciembre del 2015.

Si tiene alguna pregunta, favor de enviarme un correo electrónico o llamarme en casa.

Sinceramente,

Berit Gelvez

Informed Consent to Participate in Interview

Yo he recibido la carta sobre su proyecto de investigación dónde serán entrevistados los padres de familias bilingües y analizando como se usa cada idioma con mi hijo/a. Entiendo que ser entrevistado no corre ningún riesgo, que mi identidad será protegida, y que puedo retirarme en cualquier momento sin consecuencias negativas.

firma

fecha

Consent letter for child

1 de diciembre del 2015

Querido padre,

Yo soy una estudiante graduada de la Universidad de Hamline. Para completar mi Maestría, necesito hacer un proyecto de investigación con familias bilingües en español e inglés. El propósito de esta carta es pedir su permiso para que su hijo/a participe en el proyecto de investigación.

Quisiera aprender sobre niños bilingües simultáneos, o niños que están aprendiendo dos idiomas desde su nacimiento. Quiero aprender más de cómo familias bilingües usan cada idioma con su hijo y si hay una correlación entre las habilidades lenguajes en inglés y español. Esto es importante para investigar a las familias bilingües que tienen la meta de criar a su hijo para ser bilingüe, sepan como apoyar el desarrollo de lenguaje con su hijo.

Para completar esta investigación, coleccionaré datos de los niños de familias bilingües. Usaré una evaluación de vocabulario dónde el niño/a identificará imágenes. Esta evaluación será dada dos veces, una en inglés y otra en español en dos días diferentes. Cada evaluación tomará alrededor de 30 minutos y será grabada como video. El propósito de la evaluación es para comparar los niveles de lenguaje en inglés y español.

No habrán riesgos por la participación de su hijo/a. Los datos reunidos por esta investigación serán confidenciales. Todo lo grabado será confidencial y será eliminado al concluir la investigación. Seudónimos reemplazarán todos los nombres. La participación de su hijo/a en esta investigación es voluntario y puede retirarlo en cualquier momento sin consecuencias negativas. Como un beneficio de participar, al concluir de la investigación, usted recibirá información con los resultados y un resumen del uso de lenguaje con su hijo y una comparación de su nivel de vocabulario en ambos idiomas.

Yo he recibido una aprobación para mi proyecto de investigación de la Escuela de Educación de la Universidad de Hamline. Al concluir, este proyecto de investigación será publicado en línea en la biblioteca Bush de Hamline, repositorio electrónico de búsqueda.

Si ud. acepta que su hijo/a participe, mantén esta página. Firme la copia de acuerdo para participar en la página dos y devuelvalo de la fuente proveniente o por correo antes del 17 de diciembre del 2015.

Si tiene alguna pregunta, favor de enviarme un correo electrónico o llamarme en casa.

Sinceramente,

Berit Gelvez

Informed Consent for Child to Participate in Vocabulary Assessment

Informed Consent for Child to Participate in Vocabulary Assessment

Yo he recibido la carta sobre su proyecto de investigación dónde coleccionarás datos por una evaluación de vocabulario con mi hijo/a. Entiendo que no corre ningún riesgo para mi hijo/a, que su identidad será protegida, y que puedo retirarlo en cualquier momento sin consecuencias negativas.

firma

fecha

Appendix F: Permission for Use of Assessments



Gelvez, Berit E. <bfahrner01@hamline.edu>

FW: Bilingual Test Loan Request

2 messages

Skahan, Sarah <Sarah.Skahan@district196.org>
 To: "bfahrner01@hamline.edu" <bfahrner01@hamline.edu>

Mon, Nov 2, 2015 at 9:16 PM

Hi Berit,
 You are approved to use the tests!

Have a great night,
 Sarah

Sarah M. Skahan, M.S., CCC-SLP
 Speech-Language Clinician
 Special Education Team Leader
 Extended Day Site Coordinator
 Westview Elementary
 952-431-8380

From: Fimmen, Janet
Sent: Monday, November 02, 2015 8:50 PM
To: Skahan, Sarah
Subject: Re: Bilingual Test Loan Request

Sarah,

I do not see a problem with this as long as we are sure to get it back. How exciting!!!

Janet

Janet Fimmen
 Special Education Coordinator
 14445 Diamond Path West
 Rosemount, MN 55068
 P: 651.423.0697
 F: 651.423.0691

NOTICE

The information contained in this e-mail is privileged and confidential information and is intended only for the use of the individual(s) to whom this electronic message is addressed. This message may also contain data protected by the Minnesota Government Data Practices Act. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this electronic message or any attachment thereto is prohibited by State Law and District 196 Policy. If you have received this electronic communication in error, you should immediately notify the sender and delete this message from your computer.

From: <Skahan>, Sarah <Sarah.Skahan@district196.org>

Date: Monday, November 2, 2015 7:08 PM

To: Janet Fimmen <Janet.Fimmen@district196.org>

Subject: Bilingual Test Loan Request

Hi Janet,

My friend/colleague, Berit Gelvez, is conducting some very interesting and important research in the area of bilingual Spanish/English language acquisition.

I feel very honored to be a part of her Master's thesis review committee at Hamline.

As a part of her research, she proposes to test 5 preschoolers' vocabulary skills in Spanish and English.

She is wondering if it would be possible for ISD 196 to loan our copies of the Bilingual Expressive One Word and Bilingual Receptive One Word vocabulary tests for her to use over winter break. She would not use any protocols.

Please let me know if this is a possibility.

Many thanks,
Sarah

Sarah M. Skahan, M.S., CCC-SLP

Speech-Language Clinician

Special Education Team Leader

Extended Day Site Coordinator

Westview Elementary

[952-431-8380](tel:952-431-8380)

Gelvez, Berit E. <bfahrner01@hamline.edu>

Tue, Nov 3, 2015 at 9:41 AM

To: "Skahan, Sarah" <Sarah.Skahan@district196.org>

Awesome! Thanks!

[Quoted text hidden]